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ABSTRACT

The objective of this first phase of the occupational education program was to influence work-relevant attitudes, concepts, and information through 89 teachers and principals representing 11 junior high schools and eight states. The junior high schools ranged in size from small to large, in locale from isolated to urban and suburban. The pupil population of the schools included various concentrations of ethnic and socioeconomic groups. The series of teacher orientation conferences resulted in guidelines for the assessment of progress toward the objectives of the Image of the World of Work program, a list of concerns most frequently noted, and objectives for a series of followup meetings. A wide variety of material used in the program, bibliographies, and related information are appended. Volumes II and III are available as VT 009 986 and VT 009 985 respectively. "The World of Working and Learning," a position paper which provides an overview of all three phases of the project, is available as VT 009 940. (CH)

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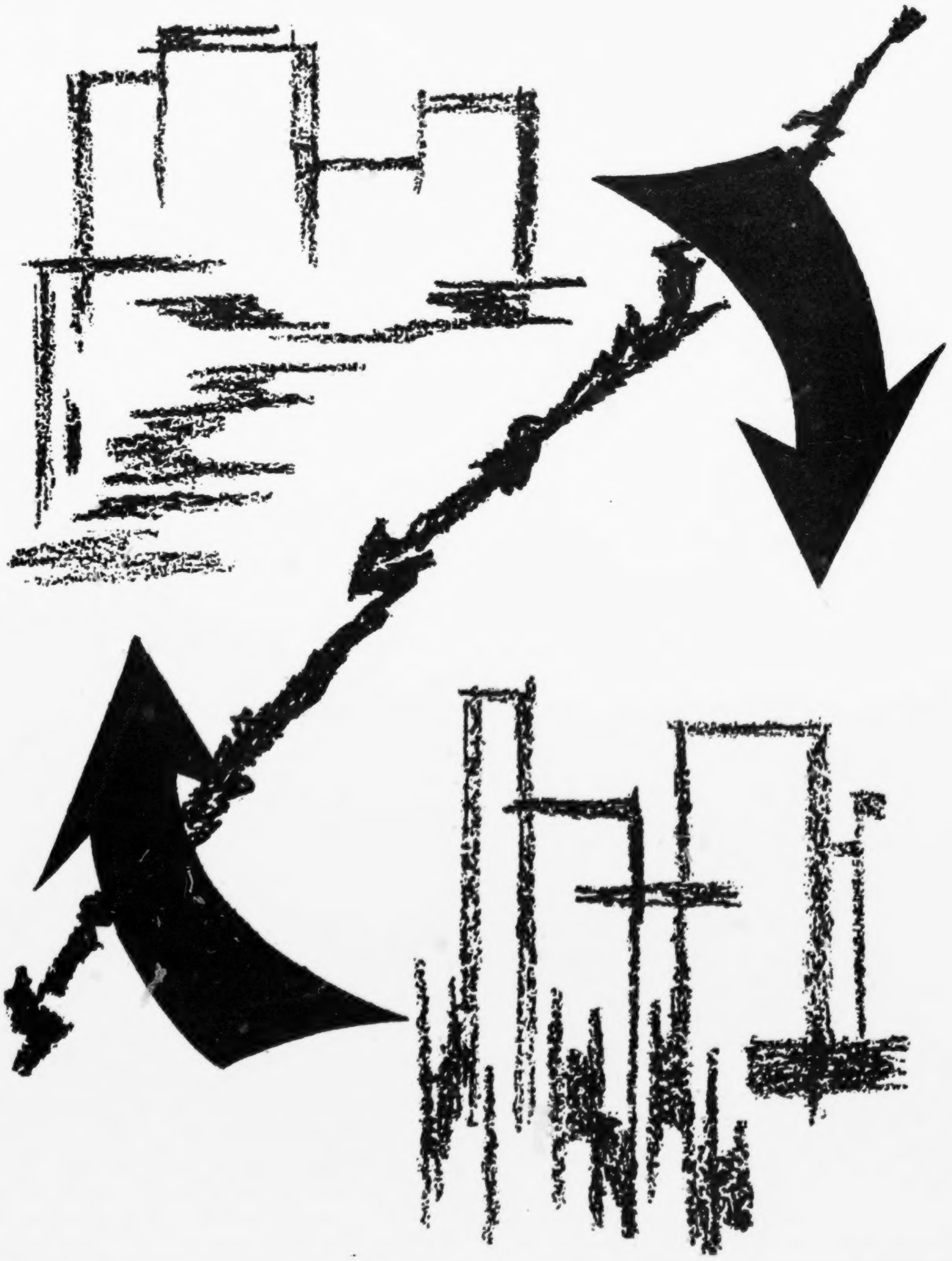

TECHNICAL REPORT

IMAGE OF THE WORLD OF WORK - VOL. I

TREATMENT DESCRIPTION

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OCCUPATIONAL EDUCATION PROGRAM

IMAGE OF THE WORLD OF WORK

DESCRIPTION OF TEACHER ORIENTATION ACTIVITIES

TREATMENT DESCRIPTION

Technical Report

Volume I

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FOREWORD

This document is the first of several which will explain in detail the nature and extent of change which resulted from the pilot implementation of the Image of the World of Work component. This element is a part of the Occupational Education Program of the Rocky Mountain Educational Laboratory. The activity was designed to influence and nurture positive work relevant attitudes of seventh grade pupils as well as increase pupils' knowledge of occupational information and career alternatives. These objectives were pursued by aiding social studies and language arts teachers in selecting and adapting content units appropriate for occupational emphasis, planning strategies of instruction, and executing instructional strategies.

The purpose of the RMEL intervention was to develop and test an in-service program. These activities were conducted through the use of laboratory personnel and the employment of nationally known consultants to give impetus and impart knowledge which would assist seventh grade language arts and social studies teachers in the use of units of regular content which incorporate emphasis on relevant work attitudes and concepts.

THE ROCKY MOUNTAIN EDUCATIONAL LABORATORY

OCCUPATIONAL EDUCATION PROGRAM

Introduction

In June 1967 the Regional Council of the RMEL approved Occupational Education as one of the programs for major development. Following the council meeting, a program planning team (see Appendix A) for occupational education was identified and called together to develop priorities and plans for the RMEL Occupational Education Program. The program was sub-divided into three components: the Image of the World of Work, an Occupational Cluster Curriculum, and a Cooperative Career Planning System. The planning committee gave highest priority for early development to the "Image of the World of Work" component. In its deliberations the council raised and discussed four major questions, namely: (1) what is work? (2) what are the common denominators of employability? (3) how are careers planned? and (4) what are the job relevant factors which should influence school experiences?

The planning team echoed the concern of manpower authorities in expressing the need to nurture work relevant attitudes to enhance employability. Questions concerning the feasibility of fostering work relevant attitudes through the regular school program were deliberated at length.

Following the planning session, the RMEL staff reviewed pertinent literature to determine what had been done and what could be done to influence attitudes and affective behavior of pupils in general. Considerable theory was revealed by this search but there was little evidence of successful demonstrations reported.

In January 1968 the Associate for Program Management Occupational Education, was employed to guide and coordinate the RMEL efforts in this program. Over several months, in consultation with many experts, a tentative plan was formalized for the "Image of the World of Work" project.

This plan was designed to test the feasibility of influencing the work- relevant attitudes and providing occupational information for seventh- grade pupils in the experimental pilot project. Various authorities suggested that this target population was approaching the age when they would be contemplating a career and initiating personal plans toward jobs. It is also a year or more prior to the legal dropout age.

A practical rationale for the selection of the seventh grade as the pilot group was that all seventh graders are required to enroll in social studies and language arts and that a large number of pupils could be influenced by a minimum number of teachers.

It was assumed that the curriculum at this level was broad and encompassing enough to provide tolerance for emphasis on occupations without adding new units or additional loading to the present curriculum. Curriculum authorities indicated that social studies is a study of man's work, use of resources and productivity; that the content of language arts is in a general sense the story of man's work and communications about work. A primary purpose of the seventh grade language arts and social studies curricula is to help youth understand the world and the social forces with which he lives and to be able to communicate these ideas. One of the important concepts accommodated in both language arts and social studies is productive citizenship. One of the major concerns of productive citizenship is work-human energy expended over time.

Two position papers were prepared as a result of extensive review of the literature and consultation with authorities from business, industry, higher education, vocational education and government. Position Paper I, "Between Education and the World of Work" expresses a rationale and philosophical basis for the RMEL Occupational Education Program. This paper provided the basis for planning strategies for a series of workshops to prepare participating junior high teachers, principals and counselors to work with the experimental project.

Position Paper II presents a work-learning model which was the basis for development of suggested lesson plans, teacher activities and evaluation. The model generalizes two emphases: education and production. The "education emphasis model" has as the primary output certain specified learnings, and as a secondary output, product. The "production emphasis model" has as its primary output a product, with learning as a secondary product. The common process in each model is work. The basis for evaluation of the effectiveness of an educational experience is the comparison between the planned input objectives and the actual outputs–the products and the learnings. The models (Figures 1 and 2) are included to help explain the strategies used to plan the teacher workshops.

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The primary input objective of the "Image of the World of Work" phase of the RMEL Occupational Education Program was to influence work relevant attitudes, concepts and information. These are identified in Position Paper I.

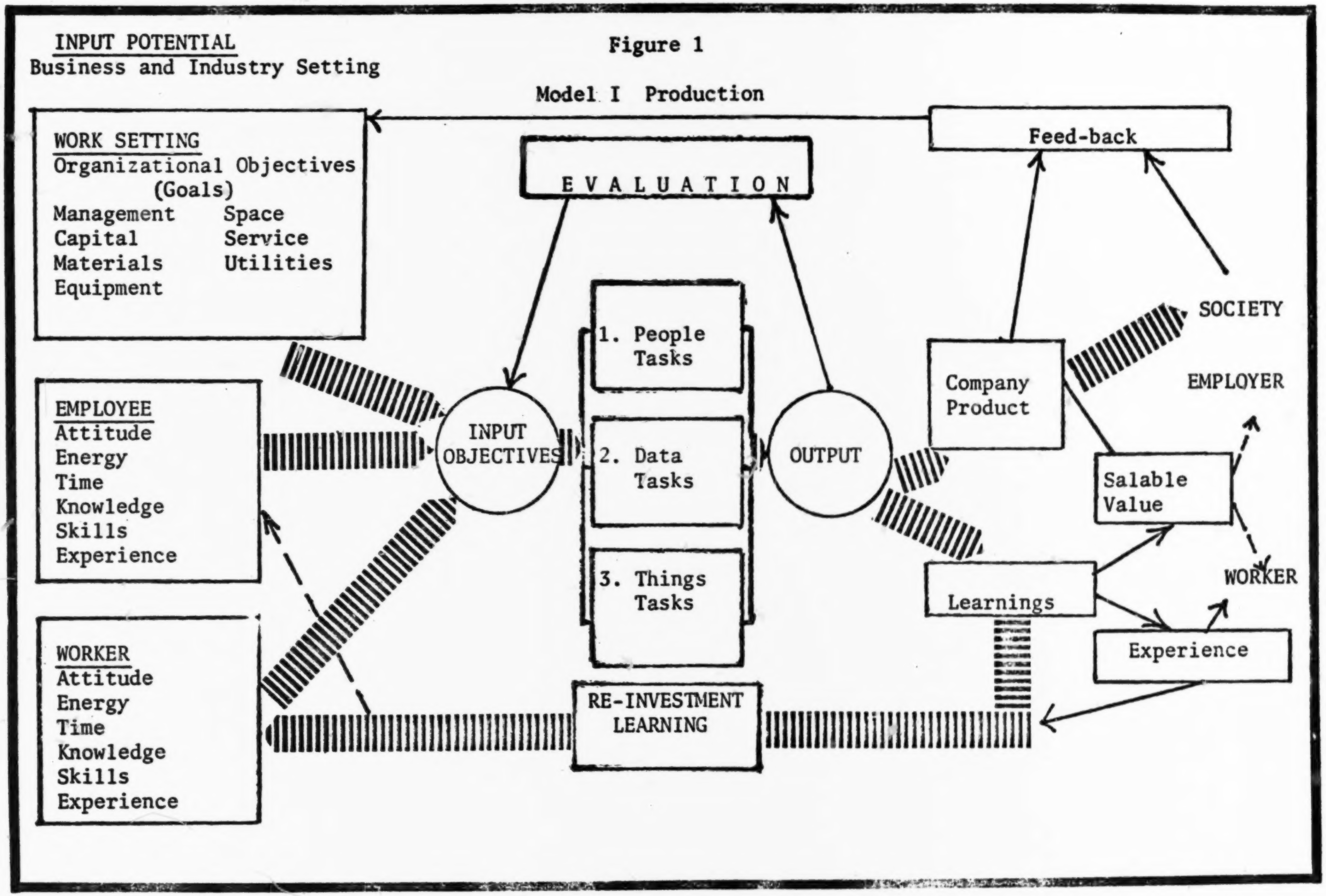
Personnel of the Human Factors Laboratory of Colorado State University, Fort Collins, Colorado, agreed to cooperate with RMEL to develop assessment instruments to measure the attitude, concept, and perception shifts of the participants in the program in a pre post evaluation design.

The RMEL informed (see Appendix B) all the school superintendents in the Rocky Mountain Educational Laboratory's region of the proposed project. Those interested in participating in the year-long experimental project were asked to indicate their willingness to cooperate. To participate the RMEL required a school or school system to have: at least one organized junior high school, a history of regular achievement testing, and a faculty willing to participate. Favorable response was received from 140 school systems meeting the criteria.

The experimental schools (see Appendix C) were classified as to geography and socio-economic factors, rural or urban setting, school size and state. Eleven junior high schools were selected from the classifications which were broadly representative of the

Figure 1

Model I Production


INPUT POTENTIAL
Business and Industry Setting
WORK SETTING
Organizational Objectives
(Goals)
Management
Capital
Materials
Equipment
Space
Service
Utilities
EMPLOYEE
Attitude
Energy
Time
Knowledge
Skills
Experience
WORKER
Attitude
Energy
Time
Knowledge
Skills
Experience
INPUT OBJECTIVES
E V A L U A T I O N
1. People Tasks
2. Data Tasks
3. Things Tasks
OUTPUT
RE-INVESTMENT LEARNING
Feed-back
Company Product
Learnings
Salable Value
Experience
SOCIETY
EMPLOYER
WORKER

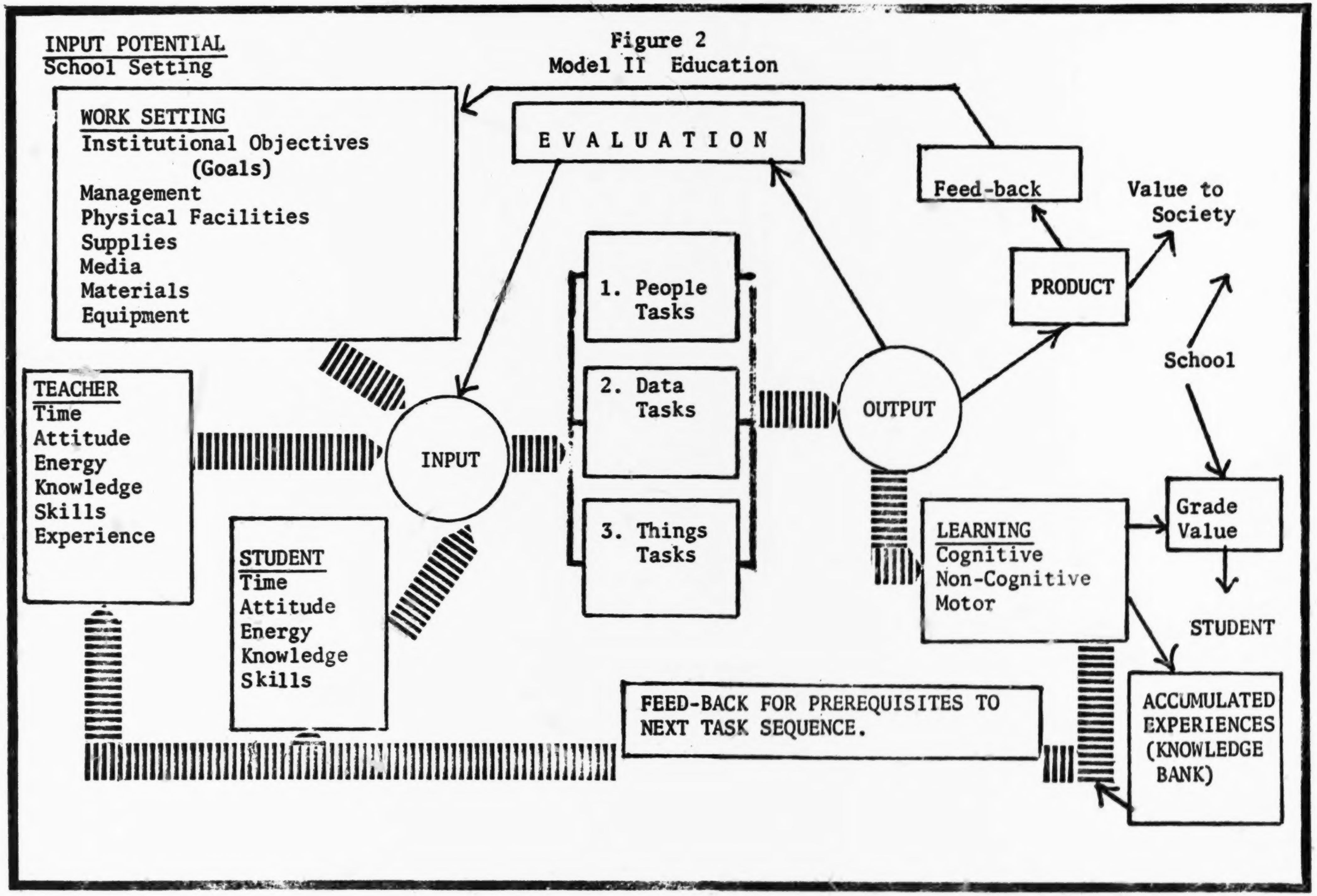


Figure 2
Model II Education

INPUT POTENTIAL
School Setting
WORK SETTING
Institutional Objectives
(Goals)
Management
Physical Facilities
Supplies
Media
Materials
Equipment
TEACHER
Time
Attitude
Energy
Knowledge
Skills
Experience
STUDENT
Time
Attitude
Energy
Knowledge
Skills
INPUT
E V A L U A T I O N
1. People Tasks
2. Data Tasks
3. Things Tasks
OUTPUT
Feed-back
PRODUCT
Value to Society
School
Grade Value
STUDENT
LEARNING
Cognitive
Non-Cognitive
Motor
ACCUMULATED EXPERIENCES (KNOWLEDGE BANK)
FEED-BACK FOR PREREQUISITES TO NEXT TASK SEQUENCE.

RMEL region. The junior high schools selected represent a range in size from small to large, in locale from isolated to urban and suburban, and in pupil population various concentrations of ethnic and socio-economic groups. Each of the eight states was represented by at least one junior high school.

Eleven control schools (see Appendix D), non-participating except in data collection, were selected from the remaining schools whose superintendents had expressed interest in participation. Whenever possible a second school for control purposes was selected from the same system in a school which was similar in size and socio-economic status of the student body. In all cases the control schools were selected based on as many common characteristics with the experimental school as possible.

In June 1968 the state directors of vocational education, directors of research coordinating units, and directors of special programs in occupational education from the eight-state region were invited to participate in a seminar to react to the RMEL program and to make suggestions for its improvement. These individuals were invited to participate in the workshop sessions planned for junior high school project teachers. Thirteen individuals from this group (see Appendix E) were identified as RMEL resource consultants and served as project monitors of the participating schools in their respective states.

Personnel from the Social Science Education Consortium (SSEC), University of Colorado, Boulder, Colorado, assisted in planning workshop sessions. RMEL and SSEC also planned and conducted a pre-workshop for resource consultants and staff who were to help conduct the teacher participant workshop, August 14-16, 1968. The details of this planning are included in Appendix F.

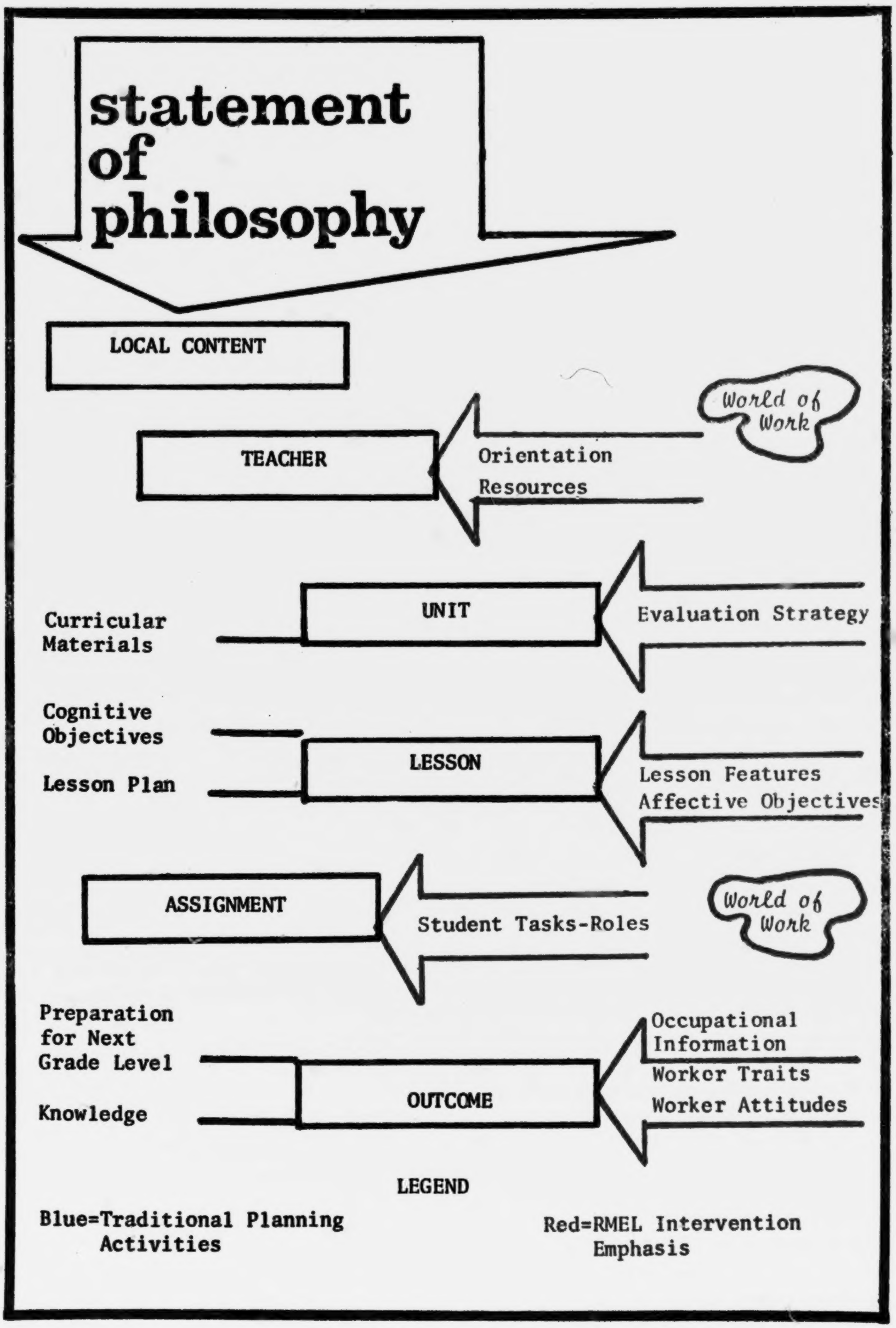
The remainder of this report, along with the appendices, describes the activities and materials used in this orientation workshop held in Cheyenne, Wyoming, August 19-23, 1968, and in the several followup workshops held throughout the year and over the region.

CHEYENNE ORIENTATION WORKSHOP

Identification of occupational education as an RMEL program, planning and consultation with national specialists, strategy sessions with the Social Science Education Consortium, completion of arrangements for evaluation with the Human Factors Laboratory, and the orientation of resource personnel in the eight-state region provided the setting for the August 19-23 teacher orientation workshop held in Cheyenne, Wyoming. As a result of these planning procedures decisions were made which guided the activities of the orientation workshop toward the desired objectives. The major objective of this orientation workshop was to provide teachers with appropriate information and procedures which would facilitate their adaptation of local system curriculum for the incorporation of occupational information and work relevant attitudes characteristic of successful employment. The design and emphasis of the RMEL intervention are portrayed in Figure (3).

The color blue on Figure (3) illustrates that traditional planning begins with the adoption of a statement of philosophy by the local school and leads to the content of the curriculum. The teacher interprets the content through the structure of curricular materials by building lesson plans, specifying cognitive objectives, prescribing assignments, and building tests to measure mastery of content. A general concern is that pupils acquire specified knowledge which prepares them primarily for the next grade level.

Figure 3


statement of philosophy
LOCAL CONTENT
World of Work
TEACHER
Orientation
Resources
Curricular Materials
UNIT
Evaluation Strategy
Cognitive Objectives
Lesson Plan
LESSON
Lesson Features
Affective Objectives
ASSIGNMENT
Student Tasks-Roles
World of Work
Preparation for Next Grade Level
Knowledge
OUTCOME
Occupational Information
Worker Traits
Worker Attitudes
LEGEND
Blue=Traditional Planning Activities
Red=RMEL Intervention Emphasis

The RM I strategy indicated in red on Figure (3) was designed to build upon the strengths of teachers' previous preparation, local subject matter content, available materials and local planning procedures. The orientation activities stressed concepts pertinent to the world of work and appropriate resource materials; consideration of pupil evaluation strategies, including both the affective and cognitive domains; identifying entry points in existing local subject matter content appropriate for the integration of occupational information and attitudinal influence; generating instructional activities requiring extensive pupil involvement and seeking ways to measure the effect of the resultant integrated lesson presentations on pupils. More specifically, the broad workshop objectives were:

1. To provide teachers with a frame of reference and to create a receptiveness for preparing pupils for the world of work by emphasizing occupational information and work relevant attitudes through opportunities evolving from the local subject matter content.
2. To demonstrate through role playing and gaming the benefits which can be derived from consensus seeking and cooperative endeavor.
3. To orient teachers to the affective dimensions of learning and to reinforce value positions within the concepts of the experimental program.
4. To acquaint teachers with several strategies for integrated lesson planning.
5. To help teachers modify traditional planning techniques applied to their local curriculum materials.
6. To reinforce experimental program concepts through an orientation to alternate strategies of lesson presentation.
7. To broaden the teachers appreciation for extensive use of student involvement as a strategy in lesson presentation.
8. To provide an opportunity for sharing exemplary lesson plans built by teachers during the workshop.
9. To demonstrate community problem solving through application of the "community school" concept.

The objectives for the teacher workshop were used as a guide for staging and sequencing the five days of orientation activity, and for the description and procurement of the necessary materials, personnel, and supplies. The schedule of daily activities appears in Appendix G.

The experimental teachers, their principals and guidance counselors were receptive to integrated lesson planning and exhibited high anticipation for attempting to achieve the goals of the Image of the World of Work project. Each of the eleven schools furnished the social studies and/or language arts texts which teachers would use with classes in September. As expected, the major question on the first day of the workshop was: What are we expected to do? This question was answered through the presentation of the major concepts contained in Position Paper I, *Between Education and the World of Work*, followup discussion sessions with resource consultants and an overview of the week's activities.

Since a part of RMEL's strategy called for reliance upon leadership from within the group of experimental teachers, a simulation gaming technique was introduced to identify the natural leaders and to review role playing as a useful student involvement activity. (Appendix H)

As anticipated the experimental teachers were heavily oriented toward exclusive reliance upon seeking cognitive objectives through traditional planning procedures. Thus, a series of activities designed to permit a review of the affective dimensions of learning were assembled. Presentations by consultants were followed by small group discussions. In small groups teachers volunteered examples from experience of previous attempts to foster attitudes. These examples were reported to the general session and resulted in a list of alternative strategies for including affective objectives in lesson plans. (Appendix I)

The RMEL staff and the resource consultants attempted to relate the examples of affective objectives collected from the teachers to the concepts of the experimental program. Small groups continued probing the question of attitudes and values during informal sessions.

During the second day general consideration of attitudes and values was focused on a list of ten attitudes characteristic of successful employment. (Appendix J) Attention of the teachers was directed toward identifying opportunities within their local curriculum for fostering these attitudes and concepts of the experimental program. Exemplary lessons were presented for discussion by consultants from the Social Science Education Consortium. (Appendix K) Teachers, resource consultants and RMEL staff working in small groups turned to the identification of those specific cases of local content which might be adapted to the Image of the World of Work objectives. The procedure included identifying the unit of content, building the traditional lesson, and superimposing experiences for pupils which would emphasize world of work concepts and attitudes. The newly produced lesson plans were duplicated and exchanged to encourage constructive criticism.

This innovative planning process was difficult for teachers to grasp primarily because their previous planning efforts emphasized almost exclusively the cognitive domain. At this point materials generated by studies in *Manpower and Economic Education* were brought before the workshop. Ideas from the presentation provided the opportunity for teachers to consider an alternate strategy for making students aware of occupational concepts. Attention was directed toward the similarity between the work attitudes in the *Economic* materials and those of the experimental program.

At this point in the orientation workshop teachers had begun to show concern for mastery of the integrated lesson planning process. It was clear to them that including the work attitudes required building student interaction into the lesson. Consultants with special knowledge in subject matter areas presented examples of student tasks to substitute for the typical assignments previously used. The examples of pupil interaction presented were screened to those thought to be appropriate for the challenges raised by the experimental program and feasible for classroom use. Once again, small groups turned to producing lesson plans designed to meet the requirements of local cognitive objectives as well as those for the world of work. The lesson plans were duplicated and exchanged to stimulate discussion and to encourage further evaluation of progress toward program objectives.

The concept that the school belongs to the community and thus, residents of the community may react favorable to direct participation in the school program was considered by workshop participants. The Mott Foundation film, "To Touch a Child", was used to demonstrate an alternative strategy for use of school facilities. Reasons for involving community resource people were discussed and encouraged as a means for bringing work relevancy to the learning experiences for students. The workshop program from orientation session through integrated lesson planning was summarized; the teachers were encouraged to maintain communication with resource consultants; to forward exemplary lesson plans to RMEL and to communicate questions and concerns to the RMEL staff. With these summary remarks the Teacher Workshop activities were complete.

Summary

From a distance it now appears that the rewards and payoffs of the Cheyenne Workshop were teacher enthusiasm for the experimental program, commitment to attempt implementation, and serious examination of strategies for planning lessons which go beyond traditional concern for cognitive objectives. Activities centering around attitudes and values associated with the world of work far surpassed those activities which focused upon occupational information and ways of looking at jobs. However, the teacher workshop did accomplish many of the original objectives and provided the launching platform for additional intervention by RMEL.

Series of Workshops

Following the Cheyenne workshop, the RMEL staff began to collect data and information regarding the relative success of the implementation of the Image of the World of Work program. This information was gathered from several sources including the pre-post evaluation of the Cheyenne workshop, consultant monitors, polling teachers, and an assessment of lesson plans being developed by teachers in the field. This assessment was to provide the basis for determining the needs and objectives for a series of workshops which would insure a more successful implementation of the program.

A general objective for assessment and followup workshops was to insure that teacher enthusiasm for the occupational program shown at the August workshop would be transferred into teacher productivity evidenced by accounts of their personal attempts to provide students with occupational information and to foster work relevant attitudes. In order to assess the success of the orientation activity, several questions were formulated against which judgments would be made from the data collected: How can teachers appropriately adapt the curriculum of the language arts and social studies to the vocabulary of the world of work for seventh grade students? What kind of help will teachers need to identify people, data, and things as these terms apply to the classification of jobs? How can students be brought to more active participation and planning in carrying out learning activities? How can students be made aware of ways of looking at a job? What can be done to insure that the ten selected attitudes will be fostered through overt strategies employed by teachers? What help will teachers need to design a lesson plan on which to record the strategy intended in the lesson?

Consideration of the questions listed above provided the RMEL staff with guidelines for the assessment of progress toward the objectives of the Image of the World of Work program. The program was intended to enable students to achieve a more realistic image of the world of work in terms of the following:

1. A more adequate knowledge of the various occupational categories and hence, various occupational alternatives which exist.

2. A knowledge of the kind of education or training requirements and worker traits necessary in obtaining employment and gaining success in several occupational fields.

3. A pupil self-appraisal regarding personal skills, abilities, and life aspirations.

4. Development of attitudes toward the World of Work which enable a person to fulfill his occupational aspirations.

5. Development of an attitude that socially useful work has dignity and worth and is necessary as a part of an integrated socio-economic system.

As indicated earlier, the program activity was designed to help teachers:

1. Become more proficient in the use of world of work information by assisting them in becoming better acquainted with different occupational categories and requirements for success in differing work environments.

2. Develop positive attitudes toward goal aspirations of all students, whether the student is inspired to continue his education at a university, junior college, or enter the job market immediately upon leaving school.

In reviewing these many objectives the RMEL conducted several information collecting activities. It was some time before teachers' lesson plans began to reach RMEL headquarters. A poll was taken of the teacher workshop participants and resource consultants to establish priorities for further intervention by RMEL. (See Appendix K) The concerns of the experimental teachers as shown by the poll were compared with the nine (See page7) objectives cited earlier in this report. Concerns most frequently noted were:

1. Difficulty with lesson plan format and terminology.

2. Difficulty with the evaluation of attitudes and values.

3. Difficulty in matching observed pupil behavior with the attitudes listed for experimental project.

4. Difficulty in the application of local content elements to the world of work objectives.

5. The need for early follow-up meetings which include the use of consultants in subject matter specialty areas of language arts and social studies.

Consultant monitors indicated certain needs for training as they worked with and observed the teachers present lessons designed to introduce world of work concepts. Examination and analysis of teacher lesson plans indicated the need for further intervention on the part of laboratory staff and consultants regarding procedures in lesson planning. Further examination of initial teacher plans indicated a need to encourage teachers to incorporate greater pupil involvement. It was clear that workshop agenda items should include emphasis on student small group discussion, role playing, socio-drama, debates, field trips and similar activities to increase student participation.

Preliminary analysis of pre-post measures administered at the preschool workshop as well as discussion with participating teachers indicated the need for greater knowledge of occupational information. This topic was to be given priority in the follow-up workshops.

During the initial workshop teachers had expressed dissatisfaction regarding their exclusive use of cognitive assessment for reporting student progress. The uncertainties of measurement in the affective domain tended to retard the teacher's enthusiasm and cause expressions of insecurity. While encouraging some teachers, lack of explicit directions from RMEL staff in how to conduct an integrated lesson in the classroom raised fears and doubts in the minds of others. In summary, the evidence was clear that meetings need to occur during the 1968-69 school year and that the agenda items should address themselves to the concerns of teachers.

Examination of data collected at the August workshop indicated that certain RMEL objectives were not adequately met. Over time teachers expressed certain needs and problems in planning and conducting appropriate learning activities. Staff and teachers generated a variety of approaches for adapting the language arts and social studies curriculum to Image of the World of Work objectives.

Subsequently, a series of followup activities were planned. Meetings scheduled are presented in Figure 4. Please note that staff members traveled to Douglas, Arizona to provide those experimental teachers with a two-day orientation program using the Teacher Workshop format. Douglas is on the extreme southern boundary of the eight-state region and few of their teachers were able to meet with the group in Cheyenne. Every attempt was made to maintain a similar level of involvement for this group of teachers. However, they were never intermixed with teachers from the other ten experimental schools.

Completion of the scheduling for continuation meetings led to a focus upon the ways in which RMEL staff and resource consultants could help the participating teachers. The decision was made to concentrate on the following objectives for the series of follow-up meetings:

1. To demonstrate the compatibility between cognitive learnings and Image of the World of Work experiences.

2. To expand the purview of teachers and resource consultants in regard to attitudes and values.

3. To facilitate an exchange of ideas through communication by mail and in meetings.

4. To continue to develop and adopt a lesson plan form acceptable to participating teachers.

5. To collect data for analysis of program impact.

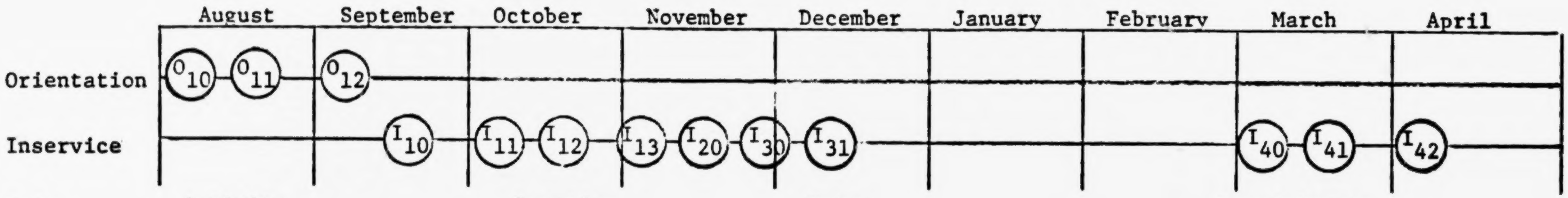
A statement of rationale for structuring meetings, choosing materials, and selecting demonstration activities to reach the objectives follows.

Meeting Strategies

Information about grouping methods and techniques was gathered by RMEL staff for use in the teacher meetings. The most promising approaches to grouping which were given consideration are listed below:

MAJOR PROJECT ACTIVITIES

Image of the World of Work



Code	Activity	Location	Dates	Participants
O_{10}	Consultant Orientation	Greeley, Colorado	8/15-16/68	All Consultants
O_{11}	Teacher Orientation	Cheyenne, Wyoming	8/19-23/68	Experimental Teachers and Consultants
O_{12}	Teacher Orientation	Douglas, Arizona	9/5-6/68	Douglas, Arizona Experimental Teachers
I_{10}	Teacher Workshop	North Platte, Nebraska	9/27-28/68	Norton, Scottsbluff, Commerce City
I_{11}	Teacher Workshop	Ogden, Utah	10/5-6/68	Meridian, Provo, Murray, Grand Junction
I_{12}	Teacher Workshop	Casper, Wyoming	10/11-12/68	Douglas, Wyoming, Sheridan, Billings
I_{13}	Teacher Workshop	Phoenix, Arizona	11/2/68	Douglas, Arizona
I_{20}	Consultant Workshop	Denver, Colorado	11/8-9/68	All Consultants
I_{30}	Teacher Workshop	Park City, Utah	11/15-16/68	Meridian, Billings, Provo, Murray, Grand Junction
I_{31}	Teacher Workshop	Denver, Colorado	11/22-23/68	[illegible]mmerce City, Norton, Scottsbluff, Sheridan, Douglas, Wyoming
I_{40}	Teacher Workshop	Denver, Colorado	3/15/69	Norton, Scottsbluff, Commerce City, Grand Junctio Douglas, Wyoming
I_{41}	Teacher Workshop	Salt Lake City, Utah	3/22/69	Meridian, Billings, Sheridan, Provo, Murray
I_{42}	Teacher Workshop	Douglas, Arizona	4/1/69	Douglas, Arizona

Figure 4

audience reaction team
brainstorming
buzz session
case study
colloquy
committee
conference
convention
discussion group
demonstration
field trip or tour
forum
institute
interview
lecture or speech
listening team
panel
questioning period
role playing
seminar
short course
skit
symposium
workshop

Finally, the RMEL staff made use of four major meeting types in order to gain teacher participation, acceptance, and continued commitment to the project and to demonstrate a variety of techniques which teachers could use to influence students. These four are: work conference, workshop, seminar and clinic. An illustration of these types of meetings is shown in Appendix L.

In order to achieve appropriate involvement of participants for the varied objectives of the follow-up meetings, six different groupings of teachers were chosen. These six are the general session, work groups, special interest groups, subject matter groups, application groups, and off-the-record groups. The rationale for each of these grouping strategies is explained in Appendix M.

RMEL staff and consultants chose five different methods for making presentations. The methods used were speech, films, speaker with visuals, situation presentations, conflict presentations, and panel presentations. The methods provided demonstration models which teachers could utilize in their classrooms. A diagram of each of the models for presentation methods appears in Appendix N. These meeting types, groupings within meetings, and presentation methods were utilized to fit specific objectives. They provided flexible teacher participation while permitting the staff the opportunity to demonstrate a variety of procedures and techniques which teachers could utilize in their classrooms to enhance motivation, to organize classroom group procedures to fit lesson objectives and to achieve greater student involvement.

Activities

The stages of intervention into the lesson planning process as presented earlier on page were re-examined by RMEL staff members in an attempt to pinpoint specific activities complimentary toward implementation. The staff felt that the essence of success for the program hinged on teachers being able to integrate elements of local content with occupational information and attitudinal laden experiences.

Historically, lesson planning is a process left to the final year of undergraduate teacher education and is often reviewed during graduate course work which the teacher takes to update certification. Schools usually provide plan books for teachers in which lesson objectives, methods of evaluation, methods of presentation, assignments, resources, etc. are all to be recorded in a space roughly equivalent to four square inches. These plan books look pretty much the same regardless of subject matter, and regardless of the school location.

Knowing that planning to achieve instructor's objectives is a difficult and essential process it was realized that the laboratory would have to provide considerable impetus to achieve integration of the social studies and language arts content and the characteristics of successful employment. The Laboratory staff had presented the teachers with a different lesson plan format which provided the necessary space to record the integrated lesson. This lesson plan format was, in effect, a planning process in which the teacher could list, first, the specific subject matter content objectives for lesson or unit. Next, the teacher could identify or select the teaching approach to be used and resources required. Having recorded this information the teacher was oriented to the process of re-thinking the objectives and teaching strategy in order to arrive at an evaluation of the tangibles and intangibles of the learning experience, and to choose among alternatives which might be found for involving the student more directly in the learning act. More about teacher planning procedures and example of lesson plans appears in Volume III of this report.

Since the attitudes characteristic of successful employment fall clearly into the affective domain it was necessary to help teachers discover evaluation strategies with which to assess, subjectively, the nature of any progress which might occur regarding the students' shift in attitude. Provision for recording teacher judgments was built into the lesson plan form.

The world of work for the experimental teachers was similar to that reported for teachers in previous studies. In general, the teacher's knowledge about white collar, college preparation, middle class positions has been documented in the literature. Since only two out of ten pupils in grade seven will complete a baccalaureate degree this purview of occupations needed to be broadened for teachers. Thus, workers were invited to attend meetings in order that teachers might learn about the world of work as portrayed by mechanics, electricians, bricklayers, carpenters, personnel directors and others. Workers discussed their occupations, necessary training and the rewards, both tangible and intangible. This activity was conducted not only to inform teachers about a few occupations but to encourage the use of the same procedures in their own classrooms. This technique could provide students an opportunity to learn first hand the characteristics of successful employment and dignity attached to work seldom provided by the home. Teachers were encouraged to invite workers of both sexes since this portrays the realities of the labor force in our society. Means for incorporating worker models into the classroom who could be interviewed by seventh grade language arts and social studies students was discussed at length by the participants, staff and consultants.

Materials

A review of the progress toward implementation of Image of the World of Work, assessment of teacher concerns for and confidence in the implementation strategy, identification of the RMEL program objectives which needed further emphasis, scheduling a series of in-service type meetings, and organizing communication lines for maximum exchange of information led to the selection of materials for use in followup meetings. A decision was reached that all materials and activities should be such that demonstrations would occur which were relevant not only to the needs of experimental teachers but also for direct application by them in the presentation of lessons to their students. The several types of materials and their anticipated application to both in-service and classroom activities is discussed in this section.

RMEL staff members found it necessary to help the experimental teachers project beyond the cognitive aspects of existing curricular content. Thus alternative frames of reference were provided. Accounts of work relevant events, historical figures, societal groups and descriptions of civilizations were drawn from local content materials. Analysis and description of these fact laden citations were performed through examination of positions of authority, the roles being played, and the differing value positions and status of key historical figures. The attitudes and value positions were examined in regard to personality traits important to employability. Two bibliographies were generated dealing with man's work, his attitudes, and values and the preparation necessary for differing kinds of work. The bibliographies appear in Appendix O.

Teachers conducted an in depth analysis of local materials and discovered opportunities for sponsoring learning in the affective dimension. The language arts and social studies content was now being examined with a new perspective which included an emphasis on the students need for occupational information and attitudinal development. Differences among schools were also noted in that some teachers worked from a course of study, others from a curricular guide, and others from text books and workbooks. Participant discussions frequently digressed to consideration of the aims and objectives of the two content areas. No attempt was made to influence these exchanges beyond providing the summary statements leading back to the work at hand.

To sponsor the interaction process, to stimulate the exchange of ideas, and to demonstrate a means for involving pupils, a series of simulation and gaming techniques were used. Teachers were directed to make decisions regarding a problem situation. They were to rank order their individual decisions. Next, in initial groups of five, consensus was reached regarding the individual ratings. The group leader then joined other group leaders in a plenary setting to attempt to achieve consensus. The empty chair, characteristic of the plenary session, was available to initial group members who chose to assert themselves in the final consensus process. Two games which typify this activity are located in Appendix P.

Gaming techniques have long been used by teachers to stimulate the presentation process and to get students beyond the words of the printed page. An example of adaptation of this interaction technique is the language arts exercise built around the eight parts of speech. The activity called "Desperation" is representative of the many cases in which teachers used the gaming approach. (See Appendix Q)

Having experienced the gaming process teachers returned to their initial groups to generate lists of student tasks, i.e., ways in which students might participate in lesson presentation. The list appearing in Appendix R is divided into three groups: general application, social studies and language arts. The list is in no way intended to be exhaustive. It is, however, suggestive of points of entry for student involvement.

The teachers demonstrated high interest in this activity. The intermixing of teachers from the several states and school systems produced animated exchanges. The question "how do you do it?", typified this session and resulted in the long list of examples.

Role playing activities were introduced through the scheduling of local artisans and personnel directors for appearance at the meetings. Teachers were asked to play the role of seventh grade pupils as they questioned a resource person regarding his image of the world of work. As a result teachers became aware of the potential value of models from the world of work in their locale. Specific worker types engaged in this activity were automotive mechanic, bricklayer, electrician, professional night club entertainer, etc. It is interesting that specific items from the list of work relevant attitudes were volunteered by the resource persons without coaching from teachers.

Role playing was difficult for the experimental teachers partially because of the world of work context and partially because the role they were asked to assume was that of seventh grade pupils. However, role playing as an activity for students appeared repeatedly in lesson plans submitted to RMEL.

National authorities in the areas affective domain, cognitive domain, language arts and social studies also served as consultants to RMEL staff and the participating teachers. Dr. John W. Upright, University of Nebraska; Dr. Martha John, Boston University; Dr. Irving Morrissett and Dr. William Stevens, Social Science Consortium; and Mrs. Eleanor Franke, University of Nebraska are representative of presenters of special information in general sessions. Materials used in conjunction with these national authorities appear in Appendix S.

Although the resource consultants were assigned to work directly with each experimental school they were never recognized by the teachers as potential sources for help. This is mentioned to describe the separate role which the resource consultants played. Many of them were vocationally oriented and prepared. Several of the resource consultants were quite competent in language arts and social studies. Others were oriented toward guidance and counseling, specific trade skills, and school administration. The experimental teachers viewed their contribution as that of representing the RMEL point of view.

The national authorities were highly regarded by the teachers. Frequent comments during these sessions dealt with the privilege of being chosen as experimental teachers. The success of the national authorities in part can be attributed to their willingness to work with individual teachers and small groups.

The number of specialists engaged for a single meeting varied from one to four. At no time did there appear to be too many specialists.

In an attempt to assess the effectiveness of the presenters, teachers were asked to submit a sampling of the reactions of their students to strategies employed or suggested by the presenters. A sample of the comments is shown in Appendix T.

The original lesson plan form used to initiate the integrated planning process contained Labor Department terms. The terms were difficult for the teachers to use. Thus a working vocabulary was produced and circulated for discussion and application to the lesson planning process. The terminology taken from Position Paper I, *Between Education and the World of Work* is exhibited in Appendix U. In the evolution of the lesson plan form some terms were dropped, others added, and spaces rearranged to accommodate suggestions from the participating teachers. (See appendix V)

Traditional forms of evaluation include quiz, formal test, recitation, student reports, student projects and group projects. The question being asked by these techniques is, how well did the student master the material? The experimental teachers began exploring ways of subjectively observing student behavior. There efforts were primarily designed to collect data regarding pupil awareness, acceptance of and committant to attitudes and value positions being emphasized.

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U. Initial and Final Lesson Format

APPENDIX A

OCCUPATIONAL EDUCATION

Program Planning Team

Mr. William Anderson, Supervisor
Occupational Education
State Department of Public Instruction
Phoenix, Arizona

Mr. George Ribble
Junior High School Teacher
Sheridan Public Schools
Sheridan, Wyoming

Dr. Douglas Sjogren, Professor
Vocational Education
Colorado State University
Fort Collins, Colorado

Dr. Wilson Sorenson
President
Utah Technical College
Provo, Utah

Mr. Rowan Stutz, Director
Western States Small Schools Project
Salt Lake City, Utah

Dr. Robert Taylor, Director
Center for Vocational Education
Ohio State University
Columbus, Ohio

CONSULTANTS

Mr. Richard Ehrbright
Director of Upward Bound
University of Montana
Missoula, Montana

Dr. Sidney A. Fine
Senior Staff
W. E. Upjohn
for Employment Research
Washington, D.C.

Mr. Roland Frank
Assistant Professor
Western Michigan University
Kalamazoo, Michigan

Dr. Stephen Hodge
Department of Education
University of Colorado
Boulder, Colorado

Dr. Norman Hyatt
Project Director
World Wide Educational Institute
Salt Lake City, Utah

Dr. Irving Morrissett
Executive Director
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. Charles Neidt
Director, Human Factors Laboratory
Colorado State University
Fort Collins, Colorado

Mr. Douglas Procunier
Director, Training and Dissemination
Mott Training Project
Flint, Michigan

Dr. Walter Slocum
Sociology Department
Washington State University
Pullman, Washington

Dr. W. William Stevens, Jr.
Social Science Education Consortium, Inc.
Boulder, Colorado

Dr. Hubert Wolfe
Department of Education
Colorado State University

Fort Collins, Colorado

APPENDIX B

March 20, 1968

TO: School Superintendents in the Rocky Mountain region

The Rocky Mountain Educational Laboratory will be able to involve a very few selected schools in a development project in occupational education. In fairness to all schools, we have followed the practice of making school selections using a random table of numbers and size classification distribution.

Enclosed is a brief description of the work in which we are engaged and the requirements necessary that a selected school should have to assist us. The enclosed response sheet will serve to alert the laboratory that your school district would be interested in participating in this program. The random selection process will be applied only to those school districts that indicate some initial interest by April 30, 1968. School districts selected will be contacted and furnished additional details on the program. They will then have the option of continuing on the cooperative venture or of withdrawing at that time.

The costs of carrying on this development program will be the responsibility of the laboratory. School districts will be compensated for personnel time requested or pay for substitute teachers' time will be provided.

Sincerely,

James M. Thrasher Executive Director

JMT:lg

Enclosures

IMAGE OF THE WORLD OF WORK
OCCUPATIONAL EDUCATION PROGRAM
ROCKY MOUNTAIN EDUCATIONAL LABORATORY, INC.

This is to call your attention to one activity within our Occupational Education program, and to invite an expression of interest on your part in participating in this program activity.

The Occupational Education program of the Rocky Mountain Educational Laboratory consists of three separate, but related activities, namely the image of the world of work, the development and field testing of materials leading to vocational competencies with a first priority in the health occupation cluster; and the role of the school in job entry placement. At this time, we are directly concerned with the first of these three program activities-the image of the world of work. It is our intention within the framework of this program activity to work initially with social science and language art teachers at the seventh-grade level to develop materials which can be used within the context of social science and language arts classes to provide students and teachers with a realistic image of the world of work in terms of cognitive knowledge, goal aspirations and attitudes. We are especially concerned with the attitudes of both students and teachers toward educational objectives that will provide students with job entry knowledge and abilities whether they continue their education at a university or junior college or whether they enter the job market immediately upon leaving the secondary school.

Teachers in selected schools will be assisted in developing and implementing materials by nationally known specialists in social science and language arts. The complete expense for this program activity, including the payment of consultant fees for the specialists, payment for substitute teachers during training sessions for the regular teachers, and travel and per diem expenses will be borne by the Rocky Mountain Educational Laboratory.

The schools selected for this program activity will be determined on the basis of a stratified random sample from among schools responding to this invitation. In order to adequately field test the results of our efforts in this program activity, we are asking schools that wish to participate to fulfill and agree to the following:

1. The school district is organized in such a way that the junior high school is a separate administrative entity (e.g., a 6-3-3 school organization plan).

2. A willingness on the part of seventh grade social science and language art teachers within a given junior high school to participate in this program activity.

3. That the school system make available to the Laboratory, for control purposes, a three-year record of achievement and IQ test results for former seventh grade students. These test results should not be identified by individual student name, but we will need the raw scores and the name of the test employed.

4. A willingness to give the same kind of achievement and IQ tests to students currently enrolled in the seventh grade. Test scores should not be identified by individual student name.

5. A willingness to allow the Laboratory to continue this program or related program activities at different grade levels over an extended period of time, providing the program activities appear in the judgment of school teachers and administrators and Laboratory personnel to be successful.

An expression of a willingness to participate in this program activity will not automatically guarantee selection; however, selection determination is contingent upon a desire to participate and to assist the work of the Laboratory in a cooperative effort of program development as outlined in the conditions stated. These conditions are necessary to carry out the program evaluation design. Limited funding makes it necessary for the Laboratory to restrict the number of schools that can be involved. However, it is the intention to extend the work to all grades in the junior high school and to involve additional schools at the time laboratory funding makes this possible.

(Return only if your school district is interested in
becoming a cooperating school)

RESPONSE TO SOLICITATION OF INTEREST
IN THE
OCCUPATIONAL EDUCATION PROGRAM

ROCKY MOUNTAIN EDUCATIONAL LABORATORY

TO: Rocky Mountain Educational Laboratory
1620 Reservoir Road
Greeley, Colorado 80631

Our school district is interested in being considered as a potential cooperating school in the Junior High School Occupational Education Development Project. We have read the program description and can meet the requirements needed for the project.

Signed, Superintendent of Schools

District Number

City

State

May 6, 1968

May 6, 1968

Mr. John G. Stuart
Superintendent
Adams County School District No. 14
4710 East 69th Avenue
Commerce City, Colorado 80022

Dear Mr. Stuart:

This is to inform you that your school district has been selected as one of the cooperating schools in the junior high school occupational education development project. Selection was based upon an expression of willingness to participate in this project and stratified sampling procedures. As you recall from our initial correspondence, members of the laboratory staff and nationally known specialists will work with seventh grade social science and language art teachers in developing and in using materials which when included as part of the regular curricular content, will enable students to achieve a more realistic understanding of and attitudes toward the world of work.

In order to insure the success of this program, it is especially desirable to work with all of the teachers who teach a seventh grade class in social science or language arts in one junior high school within your school district. Since we wish to involve as many school districts as possible in this activity, we will not be able to work with teachers from more than one junior high school within a single district. We plan to hold a five-day workshop with these teachers at some central location from August 19-23 inclusive. Because the teachers will be assisting in the production of materials, we will pay a consultant fee of $40.00 per day plus travel and per diem costs for each teacher taking part in the workshop. If other workshops are held during the school year, we will pay transportation and per diem costs plus the cost of a substitute teacher if the workshop is held during school time; or the $40.00 per day consultant fee if the workshop is held on Saturday or other non-school days. If the junior high school principal wishes to take part in this workshop, the laboratory will pay travel and per diem plus either a $40.00 per day consultant fee or his salary for the five days.

In order to facilitate our planning, the following information is necessary:

1. The number of teachers who will teach seventh grade social science or language arts in the junior high school which will be included in the study.
2. The names and addresses of those teachers who are willing to take part in the workshop from August 19-23.
3. The test data which is available on seventh grade students in your school district.
4. A copy of the course outlines including the textbooks and supplementary materials used in seventh grade social science and language art classes.

In order to properly evaluate the effectiveness of this program, it will be necessary for the laboratory to make use of the test data which is available in your school district as well as to administer to the students attitude and achievement tests which are appropriate for this program evaluation. Some tests will also be administered to the teachers involved in this study. In no case will any test information be identified by individual student, teacher, or school district.

The total cost of this program will be borne by the Rocky Mountain Educational Laboratory, Inc.

If you or members of your staff do not wish to be included in this program, please let us know as soon as possible so that another school district may be selected. If you wish to be included in this study, please make the requested information available to us by May 20.

Sincerely,

Edward L. Kelly Assistant Director for Program Development and Evaluation

EKL:ssw

June 15, 1968

Dear

The Rocky Mountain Educational Laboratory wishes to thank you for your response concerning participation in the Occupational Education Program. One hundred and forty-four school districts indicated an interest in being project schools. Unfortunately we can only work with a very limited number of schools. Your school district was not one of those that fell in the random table of numbers selection process.

We regret that it was not possible to include all districts who expressed an interest in the pilot project. The materials generated in the pilot project will hopefully be available to your district within a year.

Sincerely,

James M. Thrasher
Executive Director

APPENDIX C

SCHOOL DISTRICTS PARTICIPATING IN OCCUPATIONAL EDUCATION DEVELOPMENT PROJECT

SCHOOL DISTRICT	SUPERINTENDENT
Douglas School District No. 27 Douglas, Arizona 602-364-3582	Mr. Ronald Jenkins
Adams County School District No. 14 Commerce City, Colorado 303-287-0261	Dr. John G. Stuart
Mesa County School District No. 51 Grand Junction, Colorado 303-243-2422	Mr. Ronald D. Wine (Assistant)
School District No. 2 Meridian, Idaho 208-888-4479	Mr. J. Lowell Scott
Unified District No. 211 Norton, Kansas 913-927-2311	Mr. A. G. Larsen
School District No. 32 Scottsbluff, Nebraska 308-632-7146	Mr. Walter W. Parks
Murray City School District Murray City, Utah 801-266-9421	Mr. J. Easton Parratt
Provo School District Provo, Utah 801-373-2495	Mr. Sherman W. Wing
Sheridan School District No. 7 Sheridan, Wyoming 307-674-6545	Dr. Deane Riggs
Billings Public Schools School District No. 2 101 10th Street West Billings, Montana 406-245-3893	Mr. Paul O'Hare
School District No. 17 Douglas, Wyoming 307-358-3624	Dr. Leonard L. Gregory

PARTICIPATING TEACHERS IN OCCUPATIONAL EDUCATION DEVELOPMENT PROJECT

DOUGLAS JUNIOR HIGH SCHOOL 602 364-3582

830 12th Street
Douglas, Arizona 85607

Mr. Vancil Stanford, Principal

Mrs. Linda Kleck
1400 9th Street
Douglas, Arizona 85607

Mrs. Gertrude Roth
1509 21st Street
Douglas, Arizona 85607

Esther Pasterski
1541 Frederic Drive
Douglas, Arizona 85607

Mrs. Mildred Grieshop
2052 11th Street
Douglas, Arizona 85607

Mrs. Norma Gerbich
2610 6th Street
Douglas, Arizona 85607

Miss Debbie Lay
1524 Cochise Drive
Douglas, Arizona 85607

Mr. Malcom Levin
2519 7th Street
Douglas, Arizona 85607

Mr. G. L. Smith
2520 11th Street
Douglas, Arizona 85607

Mr. Vancil Stanford, Principal
932 7th Street
Douglas, Arizona 85607

Edna Webb
2305 13th Street
Douglas, Arizona 85607

Joe White Anderson
1421 11th Street
Douglas, Arizona 85607

Mr. Charles Gregar
818 14th Street
Douglas, Arizona 85607

KEARNEY JUNIOR HIGH SCHOOL 287-0261

Commerce City, Colorado
School District No. 14 Adams County

Vernon Creese, Principal

Mrs. Mary F. Thompson
1579 Hudson Street
Denver, Colorado 80220

Mrs. Irene Holmes
1401 Garfield Street
Denver, Colorado 80216

Mr. Donald La Crue
1404 Benton Street
Lakewood, Colorado 80214

Mr. Timothy G. O'Neil
3854 Perry Street
Denver, Colorado 80212

GRAND JUNCTION JUNIOR HIGH SCHOOL 303 242-0512

920 Chipeta
Grand Junction, Colorado

Carl Marshal, Principal

Robert Keith Fowler
1725 Grand Avenue
Grand Junction, Colorado 81501

Doris Bingham
310 Country Club Park
Grand Junction, Colorado 81501

Dale Lewis
755 Chipeta Avenue
Grand Junction, Colorado 81501

Jean Fiser
465 N. 24th
Grand Junction, Colorado 81501

Wilma Walker
661 Highway 50
Grand Junction, Colorado 81501

Mary Jane King
445 Chipeta No. 13
Grand Junction, Colorado 81501

MERIDIAN JUNIOR HIGH SCHOOL 208 888-4479

200 East Carlton
Meridian, Idaho 83642

Mr. K. D. Hartwell, Principal

Mrs. Frances P. Goodland
2122 N. 26th
Boise, Idaho 83704

Loeta Wilson
2516 Fry Circle
Boise, Idaho 83704

Mrs. Margaret Keene
1501 N. 15th Street
Boise, Idaho 83704

Mr. Wilford Lee
300 So. Phillippi
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Mrs. Vauna Parks
1515 W. 7th
Meridian, Idaho 83642

Mr. Carl Waite
Route 3 Victory Rd.
Meridian, Idaho 83642

Mrs. Leona Tucker
1029 E. 3rd Street
Meridian, Idaho 83642

Mr. K. D. Hartwell, Principal
1404 E. 1st Street
Meridian, Idaho 83642

NORTON JUNIOR HIGH SCHOOL 913 927-2311

706 North Jones
Norton, Kansas 67654

Marvin L. Giersch, Principal

Sara Smith
324½ W. Main
Norton, Kansas 67654

Andrea Woods
813 No. Grant
Norton, Kansas 67654

Jim Cochran
813 No. Grant
Norton, Kansas 67654

Jim Grote
RR No. 2
Phillipsburg, Kansas

Janet Ester
813 N. Grant
Norton, Kansas 67654

Ernest P. Miller
813 No. Grant
Norton, Kansas 67654

Marvin L. Giersch, Principal
1009 No. Norton
Norton, Kansas 67654

SCOTTSBLUFF JUNIOR HIGH SCHOOL 308 632-7146

23rd St. and 1st Ave.
Scottsbluff, Nebraska 69361

Darrell Genzlinger, Principal

Mr. Donald J. Horn
Route 2 Box 64
Mitchell, Nebraska 69357

Mrs. Johanna Jacox
3017 Avenue H
Scottsbluff, Nebraska 69361

Mrs. Jo Ann Carter
Route 1, Box 72A1

Scottsbluff, Nebraska 69361

Mrs. Doris Berggren
Box 64
Scottsbluff, Nebraska 69361

Mrs. Imogene Robert
2109 Fifth Avenue
Scottsbluff, Nebraska 69361

Mrs. Velma Trout
Route 1, Box 53

Scottsbluff, Nebraska 69361

RIVERVIEW JUNIOR HIGH SCHOOL 801 266-9421

751 W. Tripp Lane
Murray, Utah

Mrs. Linda Francom
1039 East 7200 South
Midvale, Utah 84047

Mr. Dal Seeley
10074 Flint Drive
Sandy, Utah 84070

Ray Oliverson, Principal

Mrs. Janet Wilcox
894 North State, No. 6
Orem, Utah 84057

Mr. Lynn Keller
1428 Lombardy Circle
Salt Lake City, Utah 84021

DIXON JUNIOR HIGH SCHOOL 801 373-2495

750 W. 200 North
Provo, Utah 84601

Mr. Keith Sumsion
275 East 200 South
Springville, Utah 84663

Mrs. Faye Buttle
185 East 3rd Rd. South
Provo, Utah 84601

Mr. Sherman Burton
RFD No. 1
Payson, Utah 84651

Mr. Arthur Sundwall, Counselor
1475 North 380 West
Provo, Utah 84601

John Matthews, Principal

Mrs. La Font Hall
235 E. 200 South
Provo, Utah 84601

Mrs. Arline Finlinson
4112 North 650 East
Provo, Utah 84601

Mrs. Ann Clements
1076 North 500 West
Provo, Utah 84601

Mr. Fred A. Rowe, Counselor
1235 North 1160 West
Provo, Utah 84601

CENTRAL JUNIOR HIGH SCHOOL 307 674-6545

Sheridan, Wyoming 82801

Dr. Virginia Wright, Principal
323 W. Loucks Street
Sheridan, Wyoming 82801

Mrs. Dorothy Johnson
1005 S. Thrumond
Sheridan, Wyoming 82801

Mrs. Carol Stinneford
Box 264 Box 203
Story, Wyoming 82842

Mrs. Donna Peldo
507 Jackson
Sheridan, Wyoming 82801

Dr. Virginia Wright, Principal

Mr. Glen Fairbanks
Box 345
Sheridan, Wyoming 82801

Mr. George Ribble
748 Emerson
Sheridan, Wyoming 82801

Mr. Leonard Maxwell
Box 203
Acme, Wyoming 82831

CONVERSE COUNTY HIGH SCHOOL 307 358-3624

School District No. 17
Douglas, Wyoming 82633

Mr. James Battershell
424 North 4th
Douglas, Wyoming 82633

Mr. Scott Carver, Principal
423 No. 4th Street
Douglas, Wyoming 82633

Mrs. Rachael Johnston
1102 Hamilton
Douglas, Wyoming 82633

Scott Carver, Principal

Mr. Frank Park
Route No. 1 Box 12A
Douglas, Wyoming 82633

Miss Janet Tomcik
426½ South 5th Street
Douglas, Wyoming 82633

BILLINGS PUBLIC SCHOOL 406 245-3893

School District No. 2
Lewis & Clark Junior High School
Billings, Montana 59102

Mrs. Donne Barcroft
2518 Lewis Avenue
Billings, Montana 59102

Mr. Terry Utterback
3370 Wenchell Lane
Billings, Montana 59102

Mrs. Kay Will
2714 Wyoming Ave.
Billings, Montana 59102

Edward G. Thomas
408 19th Street West
Billings, Montana 59102

Mr. Noel Rigby, Principal
816 6th Street West
Billings, Montana 59102

Mr. Noel Rigby, Principal

Gerald B. Jasmer
36 30th Street West
Billings, Montana 59102

Mr. Gary Waite
1120 Fredrick Lane
Billings, Montana 59102

Mrs. Glenda Bell
Box 175
Bridger, Montana 59014

Mr. Douglas Brown
2022 Central Avenue
Billings, Montana 59102

Robert Whittington
1216 25th Street West
Billings, Montana 59102

APPENDIX D

CONTROL SCHOOL

CONTROL SCHOOL	PILOT SCHOOL
SIDNEY, NEBRASKA	(Scottsbluff)
THERMOPOLIS, WYOMING	(Douglas, Wyoming)
RAWLINS, WYOMING	(Sheridan)
MURRAY, UTAH	(Murray)
PROVO, UTAH	(Provo)
EAGLE, IDAHO	(Meridian)
BILLINGS, MONTANA	(Billings)
COLBY, KANSAS	(Norton)
CASA GRANDE, ARIZONA	(Douglas, Ariz.)
GRAND JUNCTION, COLORADO	(Grand Junction)
COMMERCE CITY, COLORADO	(Commerce City)

APPENDIX E

Resource Consultants

Mr. William Anderson
Office of Distributive Education
412 Arizona State Bldg.
Phoenix, Arizona

Mrs. Diana McCarthy
Research Assistant
Arizona Occupational Research
1333 W. Camelback
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Mr. Bill Reed
Es '70 Coordinator
1604 Arapahoe
Boulder, Colorado

Mr. James Burden
9166 Fleetwood Ave.
Longmont, Colorado

Mrs. Betty Benjamin
2548 Ward Drive
Lakewood, Colorado

Dr. Edward Beaty
President
Aims College
Greeley, Colorado

Dr. Burt Speece
Chadron State College
Chadron, Nebraska

Mr. Allen Fox
1231 North 38th St.
Lincoln, Nebraska

Dr. Charles Winn
Specialist in Distributive Education
136 East South Temple
Salt Lake City, Utah

Dr. K. M. Loudermilk
Director
State Occupational Research
University of Idaho
Moscow, Idaho

Mr. Rosco "Rocky" Haight
10753 N. Lincoln St.
Denver, Colorado

Mr. Earl Weidman
1300 N. Plum
Hutchinson, Kansas

Mrs. Barbara Crebo
Department of Public Instruction
Helena, Montana

APPENDIX F

STAFF WORKSHOP

DATE: Wednesday, August 14, 1968

GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M.				
General Session	(1) Introduction of Consultants to one another			
General Session	(2) Introduction of program	RMEL personnel		
General Session	(3) Presentation of position paper plus questions and discussion	D. Bush	Position paper	
P.M.				
General Session	(4) Break consultants into groups--prepare statements on values	J. Davis SSEC	Position paper	3-4 groups - 1 spokesman
Plenary Session	(5) Sharing time on statements	Group spokesman		
General Session	(6) Critique on grouping	J. Davis SSEC		
General Session	(7) Have consultants list capabilities	RMEL		This is a talent inventory. Have typed up and distributed.
	NASA Game			Grouping and leadership as called for in game.

STAFF WORKSHOP

DATE: Thursday, August 15, 1968

GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. General Session	Present workshop plan and discuss consultants role	RMEL	SSEC plan	
General Session	Presentation of Educational Model, exemplary teaching units, consultants' assignment	SSEC - RMEL	SSEC Model and exemplary units. SSEC and RMEL outside resources, school district curricula, consultant resources	Dr. Robert L. Darcy Professor of Economics Colo. State University Ft. Collins, Colorado
Small Groups (2 per group)	Preparation of exemplary unit(s) plus test items	RMEL - SSEC	(same as above)	
P.M. General Session	Hand out talent inventory	RMEL		Dr. Donald Carline Reading, Language Arts Specialist Colorado State Univ. Ft. Collins, Colorado
Plenary Groups	Sharing time on teaching unit(s) and ideas	RMEL		
General Session	Discussion on workshop plan	RMEL	SSEC plan	Consider modifications.

STAFF WORKSHOP

DATE: Friday, August 16, 1968

GROUPING	TASK	LEADERSHIP	RESOURCES	REMARKS
A.M. General Session	Discussion of Workshop Plan incorporate modifications	RMEL	SSEC plan	Choose group spokesman
General Session	Presentation of teaching units for duplication	RMEL	(same as above)	
P.M. Small Group	Consider anticipatory behavior problems	Group spokesman		
Plenary Session	Sharing time on anticipatory behavior problems	Group spokesman		
General Session	Tie up any loose ends	RMEL		

APPENDIX G

TEACHER WORKSHOP

DATE: Monday, August 19, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES
A.M. 9:00-9:30		Registration	RMEL	
9:30-9:45	General Session	Opening Remarks Introduction of Staff	Dr. D. Bush	
9:45-10:45	General Session	Administration of pre-tests	RMEL-- Dr. Neidt	
10:45-11:45	General Session	Presentation of Occupational Education Position Paper	Dr. D. Bush	Position Paper
11:45-12:00	General Session	Break up teachers into small groups. Charge groups with discussing position paper, particularly Value and the World of Work.	RMEL	
P.M. 12:00-1:30		Lunch		
1:30-2:30	General Session	Complete position paper	Dr. D. Bush	RMEL paper
2:30-5:00	Small group	RMEL Game	Dr. C. Winn Rosco Haight	RMEL Game

TEACHER WORKSHOP

DATE: Monday, August 19, 1968 (continued)

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES
P.M. (con't)	Plenary	Discuss RMEL Game Sharing of discussion	Group Spokesman	RMEL Game
	Summary	Prepare statements	Dr. C. Winn	

TEACHER WORKSHOP

DATE: Tuesday, August 20, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES
A.M. 9:00-9:15	General Session	Announcements Payroll procedures	RMEL Dr. Anton	
9:15-10:15	Group Sessions by States	Clarification of attitudes and values	Consultants and group spokesmen	
10:15-11:15	General Sessions	Presentation of Educational Models and exemplary units. Make assignment clear.	Consultant(s) SSEC - James Davis	SSEC, RMEL, and Resource Consultants
11:15-12:00	Small groups--school district	Work on curriculum materials	Consultants	SSEC provided, RMEL provided. Teacher's own curriculum materials.
P.M. 12:00-1:30		Lunch		
1:30-3:30	Small groups--by school district	Work on curriculum materials	Consultants	(Same as above)
3:00-8:00		Mountain Picnic Vedaniwoo Pinic Grounds		

TEACHER WORKSHOP

DATE: Wednesday, August 21, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES
A.M. 9:00-9:45	General Session	Presentation Alternate strategy Reinforce attitudes	Dr. R. Darcy, CSU	Manpower and Economic Education, co-author P.E. Powell Joint Council on Economic Education
9:45-12:00	Small groups--by school district	Work on curriculum	Consultants	SSEC provided, RMEL provided. Teachers own curriculum materials
P.M. 12:00-1:30		Lunch		
1:30-2:15	General Session	Presentation on Language Arts	Dr. D. Carline, CSU	Exemplary curriculum paper on Language Arts
2:15-3:00	General Session	Critique	Dr. M. Pasco	
3:00-5:00	Small groups--by school district	Work on curriculum materials	Consultants	SSEC provided, RMEL provided. Teachers own curriculum materials

TEACHER WORKSHOP

DATE: Thursday, August 22, 1968

TIME	GROUPING	TASKS	LEADERSHIP	RESOURCES
A.M. 9:00-9:45	General Session	RMEL Organization and Programs-I.L.D. and Occupational Education	Dr. J. Thrasher Director of RMEL	
9:45-12:00	Small groups--by school district	Work on curriculum materials. Reproduce exemplary units.	Consultants-- Dr. Neidt, CSU James Davis, SSEC	SSEC, RMEL Teachers own curriculum materials
P.M. 12:00-1:30		Lunch		
1:30-2:00	Plenary groups	Evaluation Procedures Review of lessons prepared.	Consultants	
2:00-3:30	Small groups--by school district	Work on curriculum materials	Consultants	
3:30-5:00	General Session	Methods, techniques, schedules, lessons, etc.	Dr. B. Speece Betty Benjamin	

TEACHER WORKSHOP

DATE: Friday, August 23, 1968

TIME	GROUPING	TASK	LEADERSHIP	RESOURCES
A.M. 9:00-9:15	General Session	Announcements	Dr. D. Bush RMEL	
9:15-11:00	Small groups--by school district	Final work on curriculum materials and evaluation.	Consultants	
11:00-12:00	Plenary Session	Final sharing time. Report on specific plans for use of units.	Spokesmen	
P.M. 12:00-1:30	Luncheon Session	Speaker and film	Larry Horyna	Mott Foundation film "To Touch A Child"
1:30-2:30	General Session	Administration of post tests	RMEL	
2:30-3:00	General Session	Concluding Remarks--give out checks	Dr. D. Bush	

APPENDIX H

SIMULATION: ASTRONAUT'S MOON PROBLEM

Instructions:

You are a member of a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Due to mechanical difficulties, however, your ship was forced to land at a spot some 200 miles from the rendezvous point. During re-entry and landing, much of the equipment aboard was damaged and, since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. Below are listed the 15 items left intact and undamaged after landing. Your task is to rank order them in terms of their importance for your crew in allowing them to reach the rendezvous point. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Box of matches

Food concentrates

50 feet of nylon rope

Parachute silk

Portable heating unit

Two .45 calibre pistols

One case dehydrated Pet milk

Two 100 lb. tanks of oxygen

Stellar map (of the moon's constellation)

Life raft

Magnetic compass

5 gallons of water

Signal flares

First aid kit containing injection needles

Solar-powered FM receiver-transmitter

KEY: ASTRONAUT'S MOON PROBLEM

15	Little or no use on moon
4	Supply daily food required
6	Useful in tying injured together, help in climbing
8	Shelter against sun's rays
13	Useful only if party landed on dark side
11	Self-propulsion devices could be made from them
12	Food, mixed with water for drinking
1	Fills respiration requirement
3	One of principal means of finding directions
9	CO bottles for self-propulsion across chasms, etc.
14	Probably no magnetized poles; thus useless
2	Replenishes loss by sweating, etc.
10	Distress call when line of sight possible
7	Oral pills or injections medicine valuable
5	Distress signal transmitter, possible communication with mother ship

APPENDIX I

2

WHAT IS OUR LANGUAGE?

Cognitive objectives:

1. to introduce the importance of language in communication and its effectiveness as a malleable tool.
2. to develop an awareness of the value of being able to communicate clearly.

Affective objectives:

1. to develop a desire to work toward clearer communication
2. to awaken students to the importance of language in achieving their goals. (life aspiration)
3. to see the adaptability of language.
4. to create an appreciation for the levels of communication, for quality in written and oral expression, and for dignity of work well done.
5. to develop a pride and satisfaction in the product of clear expression.

PLANS

Teacher initiated discussion of language, and illustration of its importance and usefulness. This could easily be followed by units in etymology or creative writing.

Suggested activities:

jury trial of "language"-is it important and worthwhile or not?

brief study of acronyms, e.g. laser, snafu, UNESCO, SNCC, CORE, UNICEF, NATO, SEATO, ETC.

illustrate the various levels of communication-compose a paragraph using uncomplicated language, then present it rewritten in more intricate language.

make an ambiguous assignment so that several responses will result from the students, indicating lack of communication.

illustrate that math is a language.

considering the vocabularies of various occupations.

ask students to communicate ideas without any kind of language.

EVALUATION

Present an idea to the students that they must make clear in various vocabularies, e.g. that of a banker, trucker, etc.

TEACHING ACTIVITY-LANGUAGE ARTS

INTRODUCTION

This activity is to acquaint the student with the proper form in writing a business letter as well as the attitudes and ideas of some employers concerning various job positions. Reference can be made to Chapter 7, section 4 of *English for Meaning* by McKee, Jewett, Blossom and Watson.

MATERIALS

Text: *English for Meaning*, McKee, Jewett, Blossom, Watson.

Other Materials: Paper,Pen, envelopes, stamps and list of local and regional business addresses and officials.

OBJECTIVES

A. Cognitive

1. to demonstrate proficiency in writing a proper business letter.
2. to learn the personal qualities business employers desire of their employees.

B. Affective:

1. to achieve a sense of pride in accomplishing correspondence with a business leader.
2. to develop the desire to make an accurate, proper product of high quality.

PLAN

1. Students will be given an address list of regional businesses from which they may choose one to write a business letter.
2. The students will then write a letter, with a carbon copy, to a businessman including in it, purpose, information desired and desired time of receiving.
3. Teacher will attach carbon copies to bulletin board.
4. When received the replies will be attached to the corresponding letter on bulletin board.
5. When a number has been received and posted, the class should discuss the contents and meaning of the replies.

I. *Understanding of the Student*
  A. Physiological (2), (4), (8)
  B. Intellectual (2), (6), (7), (9), (10)
  C. Emotional (5)
  D. Social (3), (4), (5), (7), (8), (9), (10)

II. *Defining the Language Arts*
  A. Listening
  B. Speaking
  C. Writing (1-10)
  D. Reading
  E. Spelling

III. *The Process of Learning Communication*
  A. Language (1), (2), (4), (5), (7), (10)
  B. Learning (1), (2), (4), (5), (6), (7), (9)
  C. Locale (3), (4), (5), (7), (9), (10)

IV. *Effective Listening*
  A. Listenability (2), (4), (5), (6), (7), (9), (10)
  B. Improving Listening (2), (4), (5), (6), (7), (9), (10)

V. *Freedom of Expression*
  A. Listening, Speaking, Reading, and Writing (1-10)
  B. Language at Work (4)
  C. The Goal of Language (7), (9), (10)

VI. *Reading and Writing*
  A. The lines (1), (2), (10)
    Between the lines (1), (5), (6), (9)
    Beyond the lines (1), (2), (5), (8), (9), (10)
  B. Independent reading (2), (4), (7)
  C. Problem-centered (6), (8)
  D. Analytical and judgmental (4), (5), (10)
  E. Truth (2), (3), (6)
  F. Creative, imaginative, non-conforming (1), (2), (5), (6)
  G. Association with great minds (3), (4), (7), (9)
  H. Involvement and participating experience (5), (6)
  I. Vocabulary (1), (4), (8), (9)
  J. Remember (4), (10)

VII. *Spelling*
  A. Preparation for spelling (1), (5), (6), (8), (9)

TEACHING ACTIVITY-GEOGRAPHY

INTRODUCTION

This lesson brings together the skills and learning of a geography student early in his course. In it the student constructs a map relating the physical characteristics of a region. An example of where this might be applied would be this after the introductory unit in *The World Around Us* by Thralls, Biller and Hartley. In addition it is conceivable that a similar activity could be planned at the end of the course as a post evaluation lesson.

MATERIALS

Text: *The World Around Us,* Thralls, Biller and Hartley.

Supplementary Resource: *Goode's World Atlas.*

Other Materials: Paper, colored pencils, rulers.

List of physical conditions (see attachment).

OBJECTIVES

A. Cognitive:

1. The students display the ability to construct a map of a hypothetical region of the world guided by basic physical characteristics such as topography, waterways, climate and resources.
2. The students demonstrate the appropriate association between and among various physical conditions by constructing a reasonable hypothetical map.

B. Affective:

1. The students display cooperation in the achievement of a task.
2. The students are aware of the necessity and advantages of cooperative action.
3. The students develop the desire to produce quality work.
4. The students gain a sense of pride in completing a well done task.

PLAN

A. Task

1. Divide class into groups of four or five.
2. Each group choose leaders.
3. Relate conditions among the various categories and draw up a special list.
4. Construct a hypothetical map of the area you have selected.
5. Identify potential urban and rural areas labeling with various conditions.

B. Report

1. Give a panel report with class discussion.
2. Write a two-page description of their map.

C. Evaluation (based on)

1. The ability to promote class discussion and interest.
2. The case and accuracy in handling student questions.
3. The substantive content of the project.

CONDITIONS

Climates

1. Hot, Wet Forests
2. Hot, Dry Lands
3. Cold Northern Lands
4. Warm, Sunny Lands
5. Green Lands Near the Sea
6. Lands of Four Seasons

Terrain

1. Rugged Mountains
2. Rolling Foothills
3. Green Plains
4. Desert
5. Lowlands
6. Large Rivers
7. Lakes
8. Streams

Resources

1. Forest
2. Minerals
    - Coal
    - Iron
    - Oil
    - Copper
    - Zinc
    - Aluminum
3. Water
4. Animal
    - Cows
    - Hogs
    - Chickens
    - Sheep
    - Goats
    - Horses
    - Oxen
    - Camels
    - Mules
    - Llama

Soils

1. Rich
2. Sandy
3. Clay
4. Rocky

1. Agriculture
    - Cotton
    - Lumber
    - Corn
    - Sugar Cane
    - Rice
    - Wheat
    - Grapes
    - Oranges
    - Tea
    - Wool
    - Cattle
    - Apples
    - Poultry
    - Pineapple
    - Soybeans
    - Rubber
    - Coffee
2. Manufacturing
    - Automobiles
    - Rugs
    - Steel
    - Electronics
    - Aeronautics
    - Beverages
    - Paper

Occupations

1. Fisherman
2. Lumberman
3. Miners
4. Farmers
5. Millers
6. Teachers
7. Managers
8. Lawyers
9. Physicians
10. Public Servants
11. Farm Laborers
12. Industrial Laborers

Global Locations

1. North Latitude
2. South Latitude
3. Prime Meridian
4. North Tropic
5. East Longitude
6. West Longitude
7. South Tropic
8. Equatorial

APPENDIX J

ATTITUDES CHARACTERISTIC OF SUCCESSFUL EMPLOYMENT

ATTITUDES

A. *Desire to Work*

B. *Responsibility-Dependability*

C. *Loyalty*

D. *Life Aspirations*

E. *Appreciation for Quality*

F. *Value of Cooperation*

G. *Personal Satisfaction*

H. *Dignity of Work Well Done*

I. *Pride in Accomplishment*

J. *Adaptability*

Student manifestations of Attitudinal Behavior adopted from Taxonomy of Educational Objectives, 1956.

RECEIVING

- Awareness
- Willingness to receive
- Controlled or selected attention

RESPONDING

- Acquiescence in responding
- Willingness to respond
- Satisfaction in response

VALUING

- Acceptance of a value
- Preference for a value
- Commitment (conviction)

ORGANIZATION

- Conceptualization of a value
- Organization of a value system

CHARACTERIZATION

- Generalized set
- Characterization

EVALUATION OF STUDENT ATTITUDES

Student attitudes for the world of work can now be evaluated only in the context of their attitudes in the world of the classroom, as this is their present "world of work". Classroom attitudes will become life attitudes as they are transposed into job situations.

ATTITUDES TOWARD AUTHORITY	Poor	Fair	Good
Respect for authority	____	____	____
Understanding that rules are necessary for the protection of the rights of all	____	____	____
Accept teacher as worthy of respect by reason of maturity, experience, knowledge	____	____	____
ATTITUDES TOWARD CLASSMATES			
Consideration of others regardless of social standing	____	____	____
Willingness to listen to ideas and experiences of others	____	____	____
Cooperative attitude on group activities	____	____	____
ATTITUDE TOWARD SCHOOL WORK (Job responsibility)			
Responsibility for completing assignments	____	____	____
Initiative for working individually	____	____	____
Feeling of working toward goal of preparing himself for adult responsibility	____	____	____

DESCRIBING FEELINGS

The connecting link for the classroom teachers' concern with the social process is the behavior and experience of the individual child. The teacher's level of analysis needs to be personalized in nature, expressed in terms of human perceptions, emotions, attitudes and values.

The primary unit of analysis is the individual as he works and lives within cultural traditions, group atmosphere and role systems. The Image of the World of Work has as its main thrust the identification of those student tasks through which attitudes important in ones occupation can be manifested as student thought, student perception and student action. Capturing these vignettes of student portrayal in terse phrases is the teachers' task.

A concern with attitude change in groups requires a consideration of such variables as group cohesiveness, group goals, and pressures toward conformity. The danger is that it is not always clear to what degree these different descriptions may be different ways of talking about exactly the same thing. Once should expect to find different terms employed to describe the same events i.e., motivational processes as needs, motives, wishes and drives.

The primary task of Phase I Image of the World of Work is the description of student behavior through the development of measuring instruments, research techniques and statements of attitudinal manifestation. The field experiment method in the Image of the World of Work is directed toward the outcomes of student tasks in comparison with properly equated groups. By recording the teaching-learning strategy any resultant shift in attitudinal configuration will have been drawn from the "real" social context of the seventh grade social studies and language arts classrooms.

Questions:

In what form can the classroom teacher most efficiently and accurately capture the spirit of the feelings being manifested by the students?

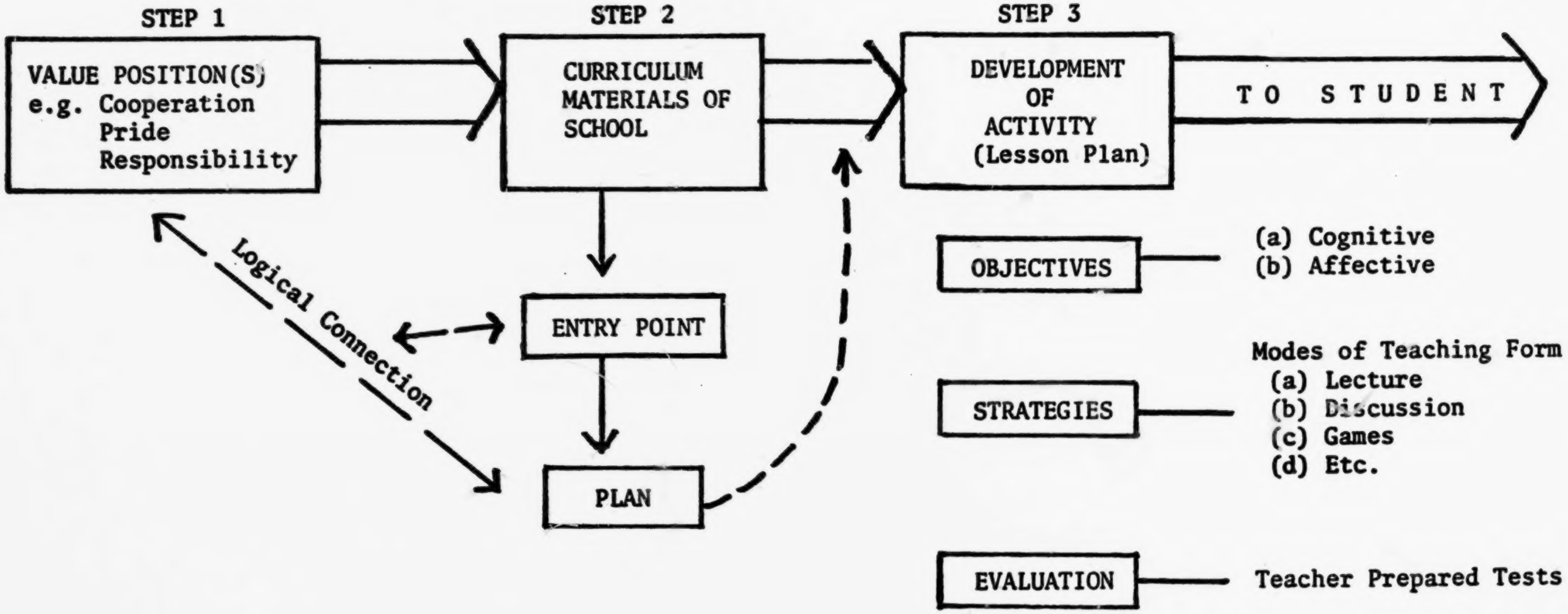
What clues to guide observation are important for the teacher?

APPENDIX K

EDUCATIONAL MODEL

LESSON PLAN DEVELOPMENT

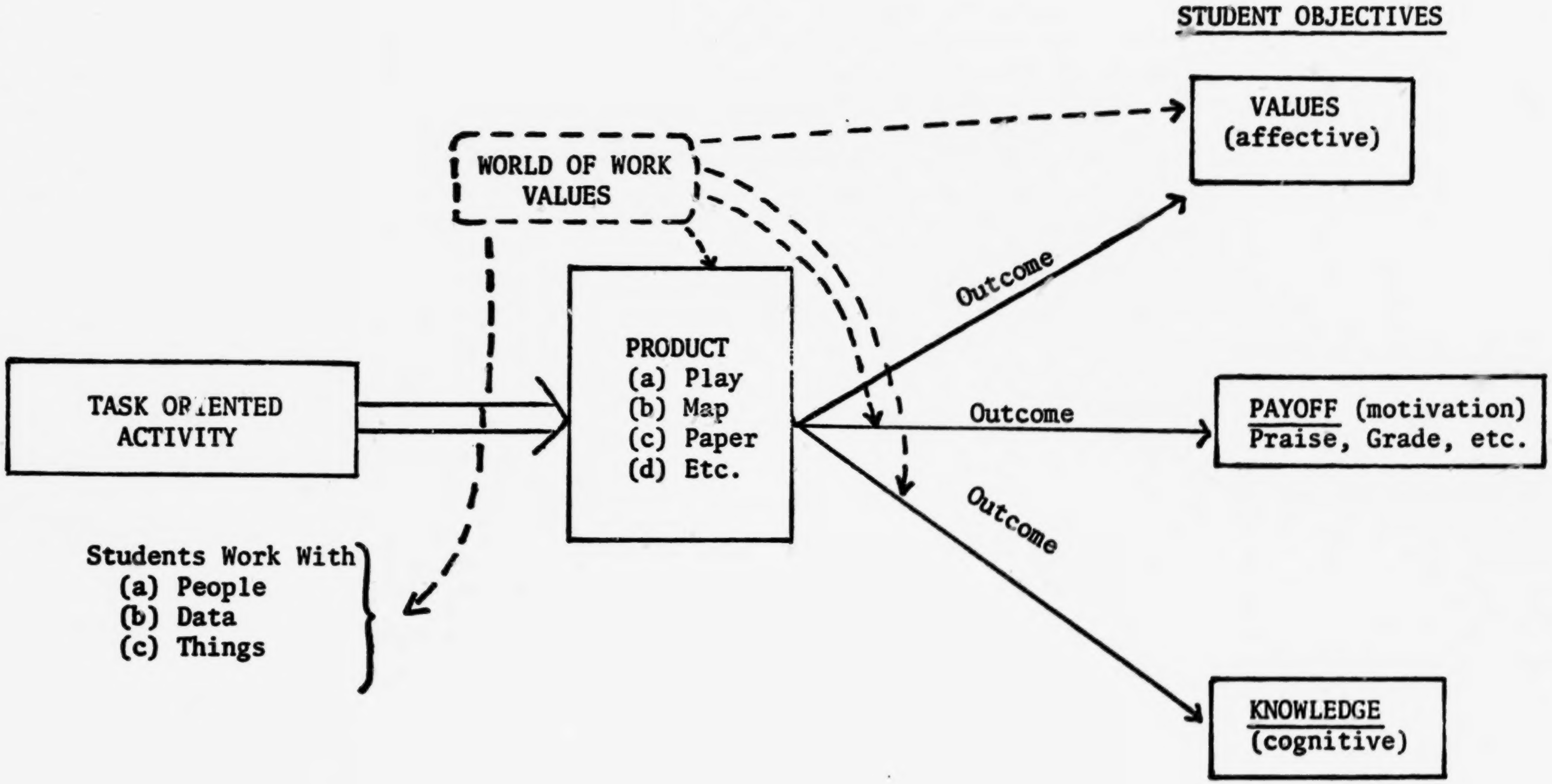
(Teacher Function at Workshop)


STEP 1
VALUE POSITION(S)
e.g. Cooperation
Pride
Responsibility
STEP 2
CURRICULUM
MATERIALS OF
SCHOOL
STEP 3
DEVELOPMENT
OF
ACTIVITY
(Lesson Plan)
TO STUDENT
Logical Connection
ENTRY POINT
PLAN
OBJECTIVES
(a) Cognitive
(b) Affective
STRATEGIES
Modes of Teaching Form
(a) Lecture
(b) Discussion
(c) Games
(d) Etc.
EVALUATION
Teacher Prepared Tests

Prepared by J.E. Davis & W.W. Stevens, Jr., SSEC
August 9, 1968

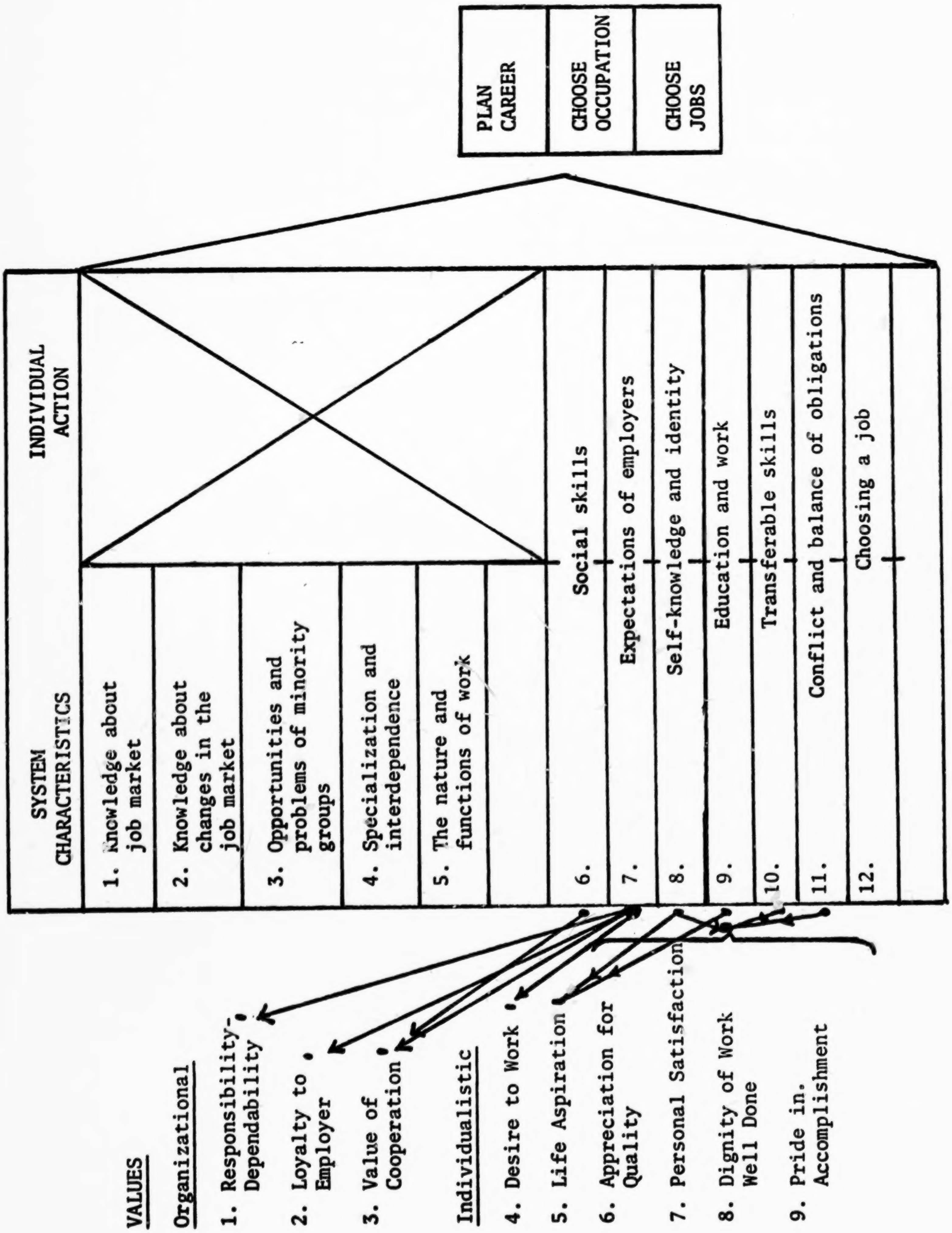
EDUCATIONAL MODEL

STUDENT FUNCTION


STUDENT OBJECTIVES
WORLD OF WORK VALUES
TASK ORIENTED ACTIVITY
PRODUCT
(a) Play
(b) Map
(c) Paper
(d) Etc.
Students Work With
(a) People
(b) Data
(c) Things
Outcome
Outcome
Outcome
VALUES (affective)
PAYOFF (motivation)
Praise, Grade, etc.
KNOWLEDGE (cognitive)

Prepared by J.E. Davis & W.W. Stevens, Jr., SSEC
August 9, 1968

SCHEMATIC OUTLINE OF SUBJECT AREAS AND RELATED VALUES


PLAN CAREER
CHOOSE OCCUPATION
CHOOSE JOBS
SYSTEM CHARACTERISTICS
INDIVIDUAL ACTION
1. Knowledge about job market
2. Knowledge about changes in the job market
3. Opportunities and problems of minority groups
4. Specialization and interdependence
5. The nature and functions of work
6. Social skills
7. Expectations of employers
8. Self-knowledge and identity
9. Education and work
10. Transferable skills
11. Conflict and balance of obligations
12. Choosing a job
VALUES
Organizational
1. Responsibility-Dependability
2. Loyalty to Employer
3. Value of Cooperation
Individualistic
4. Desire to Work
5. Life Aspiration
6. Appreciation for Quality
7. Personal Satisfaction
8. Dignity of Work Well Done
9. Pride in. Accomplishment

APPENDIX L

IMAGE OF THE WORLD OF WORK

Designing Lessons

Questionnaire

To: Teacher participants, resource consultants, principals and guidance counselors

From: RMEL Occupational Education program team

Subject: Implementation of integrated lesson planning

Please respond to the following statements by recording your need for additional information, knowledge, and/or help with the RMEL occupational information and attitudinal objectives presented at the Cheyenne Workshop:

1. I am still unfamiliar with the terminology.

   ______ yes   ______ no   ______ somewhat

2. The following sections of the lesson plan form are too large:

   ____________________   ____________________
   ____________________   ____________________
   ____________________   ____________________

3. The following sections of the lesson plan can be expanded:

   ____________________   ____________________
   ____________________   ____________________
   ____________________   ____________________

4. I am unable to apply (language arts) (social studies) circle one to the following sections of the lesson plan form:

   ____________________   ____________________
   ____________________   ____________________
   ____________________   ____________________

5. I need more space on the lesson plan to record.

6. In observing the pupils working I now see them:

_____proceeding as usual

_____suggesting ideas useful in planning

_____enthusiastic about lesson activities

_____making extensive investigation about work and worker attitudes

7. I feel local content objectives and RMEL attitudinal objectives:

_____are difficult to integrate

_____need additional explanation

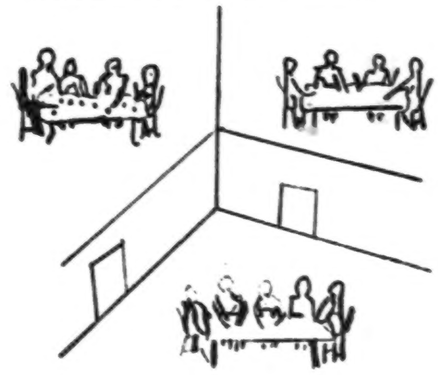
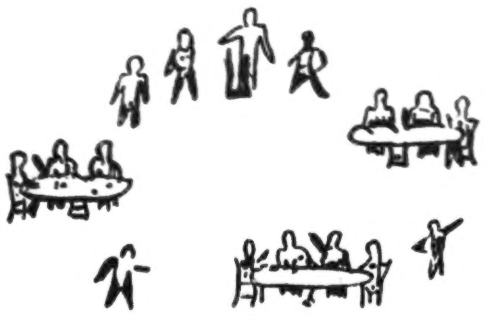
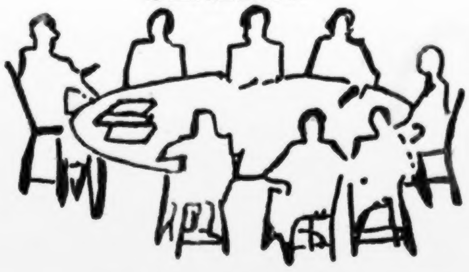
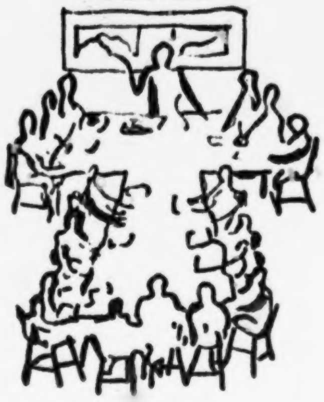
_____are incompatible

_____should become the topic for future meetings

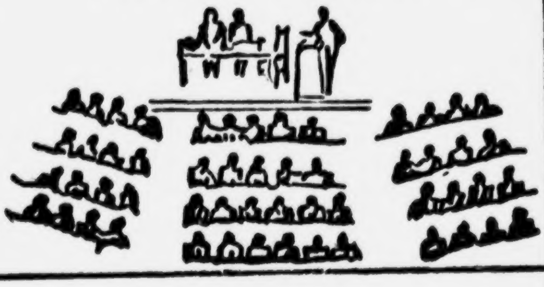
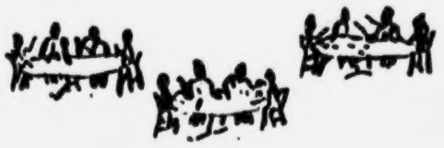
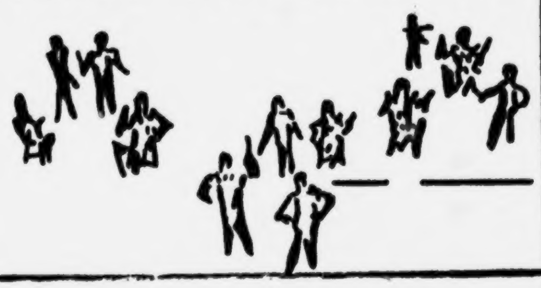
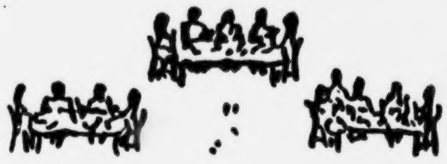
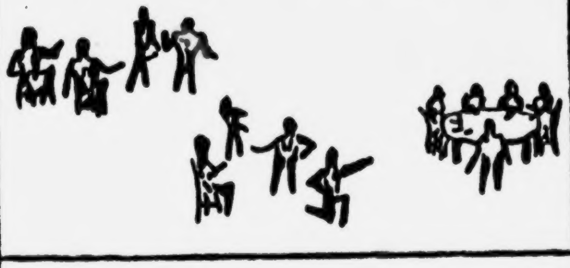
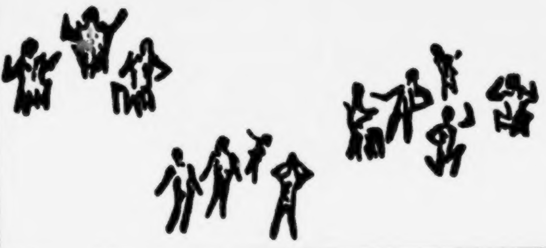
8. The one thing that would help me most in this experimental program is:

APPENDIX M

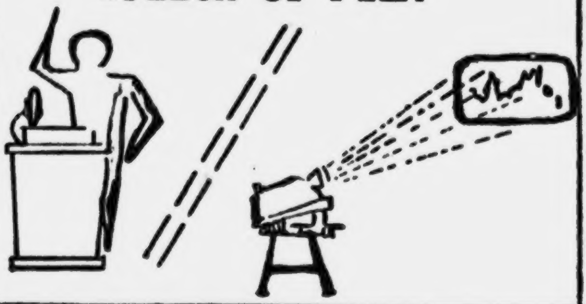
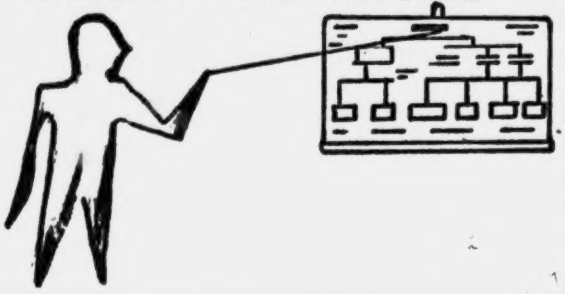
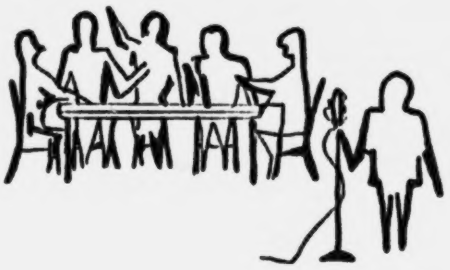
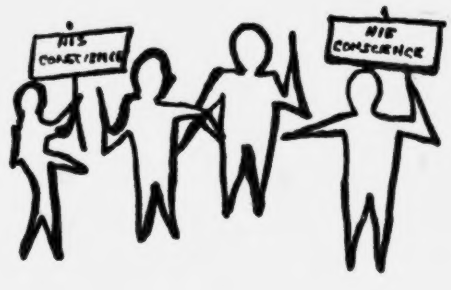
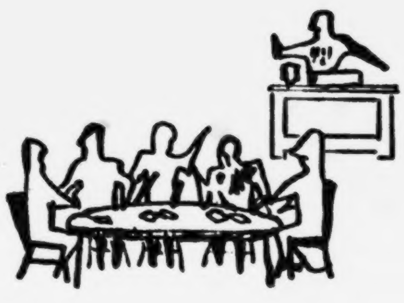
TYPE OF MEETING

WHEN THIS IS THE PURPOSE	THIS TYPE	HAS THESE FEATURES
To plan, get facts, solve organization and program problems	WORK CONFERENCE 	*general sessions and face-to-face groups (15 or less) *usually high participation *provides more flexible means for doing organization's work
To train each other to gain new knowledge, skills or insights into problems	WORKSHOP 	*general sessions and face-to-face groups *participants are also "trainers" *trainers can be brought in, too
To share experience among "experts"	SEMINAR 	*usually one face-to-face group *discussion leader also provides expert information
To train in one particular subject	CLINIC 	*usually face-to-face group but may have general sessions *staff provides most of training resources

KINDS OF GROUPINGS

WHEN THIS IS THE PURPOSE	THIS TYPE	HAS THESE FEATURES
To give orientation or information to total group, transact official business	GENERAL SESSION 	*includes total meeting group *useful for demonstrations, speeches, lectures, films *can be sub-divided for limited face-to-face group activities
To work on specific problem--produce facts, findings, recommendations or actions	WORK GROUPS 	*mixed membership from total group--10 to 15 per group--to permit efficient operation *may meet once or several times *report usually expected
To consider special interests of various individuals by means of exchange of opinions, experience and ideas	SPECIAL INTEREST GROUPS 	*composed of those interested in subject *usually no action required, but findings may be reported *size varies widely; best if kept small
To consider special interests of individuals with similar on-the-job situation	OCCUPATIONAL GROUPS 	*composed of those interested, with similar on-the-job problems *usually no action required, but findings may be reported *size varies widely; best if kept small
To apply new information, or new skills, to practical situations	APPLICATION GROUPS 	*mixed membership from total group, or by occupational interest *may use trainer to suggest practice methods *usually no more than 10 *no reporting
To give participants opportunities to react, make suggestions, etc.	OFF-THE-RECORD GROUPS 	*mixed membership from total group *officially scheduled "bull session" *no reporting but is informal channel to conference staff

PRESENTATION METHODS

WHEN THIS IS THE PURPOSE	THIS METHOD	HAS THESE FEATURES
To present expert information, provide inspiration, give a point of view	SPEECH or FILM 	*communicates greater volume of factual information *useful for symbolic leadership of the organization
To present complex technical information such as organization structure, processes, etc.	SPEAKER WITH VISUALS 	*more thorough and more certain communication but slower and more costly *usually creates greater interest than speaker only
To help audience analyze individual or group action in "natural" setting	SITUATION PRESENTATION 	*members of group present role play, vignette or case study (example: showing problems of coordination in staff meeting) *commentator may call attention to specific points as play progresses *audience gains a common experience for discussion afterwards
To dramatize the outer or inner forces that clash in a human situation	CONFLICT PRESENTATION 	*members of group present role play or staged skits *"ghost voice" or "alter ego" talks out loud to show inner thoughts of each character (example: outside pressures on two people in conflict) *audience gains insights into problems through emotional appeal
To present information, often controversial, from several points of view	PANEL 	*panel participates--each states views and holds discussion with one another *panel members usually rehearse briefly *discussion is guided by moderator *questions and commentary with audience

APPENDIX N

IMAGE OF THE WORLD OF WORK
BIBLIOGRAPHY

These books, predominatly biographies, were chosen to illustrate the American dream that all men and women can become successful, and even great, because of the quality of their courage and determination. They prove, at the same time, that lack of academic ability in high school, or inability to attend college, does not prevent people from making important contributions to our society.

Title	Author	Publisher
AIRCRAFT		
Sky Pioneer: The Story of Igor Ivan Sikorsky	Bartlett, Robert M.	Scribner
Round the Bend	Norway, Nevil S.	Morrow
Wright Brothers: Pioneers of Aviation	Reynolds, Quentin J.	Random
Skygirl: Career Handbook	Murray, Mary	Duell
ARCHITECT		
Lady Architect	Wyndham, Jane (Lee)	Messner
ARTIST		
Surprise Summer	Hubbell, Harriet W.	Westminister
Art in the New Land	Simon, Charlie (Hogue)	Dutton
Story of Walt Disney	Miller, Diane (Disney)	Holt
Hold Fast the Dream (Sculptor)	Low, Elizabeth	Harcourt
My Adventure as an Illustrator	Rockwell, Norman	Doubleday
ATHLETE		
It Takes Heart	Allen, Mel with Graham, Frank, Jr.	Harper
Born to Play Ball	Mays, Willie H., and Einstein, Charles	Putnam
Bruce Benedict, Halfback (and several other sports stories)	Gault, Bruce	
Wait Till Next Year: The Life Story of Jackie Robinson	Rowan, Carl T.	Random

Title	Author	Publisher
Archie Moore Story	Moore, Archie	McGraw-Hill
The Perfect Game	Scholz, J.	
Frank Gifford Story	Smith, Don	Putnam
Willie Mays, Coast-to-Coast Giant	Einstein, Charles	
ATHLETIC COACH		
You Have to Pay the Price	Blaike, Earl H. & Cohane, Tim	Holt, Rinehart & Winston
AUTOMOBILE RACER		
Devil Behind Them: Nine Dedicated Drivers Who Made Motor Racing History	Bentley, John	Prentice-Hall
Dirt Tract Summer	Gault, William C.	Dutton
Dim Thunder (and several others by author)	Gault, William C.	
AVIATOR		
Wind on My Wings	Knauth, Percy	Doubleday
Man High (Astronaut)	Simons, David G. & Schanche, Don A.	Doubleday
Stars at Noon	Cochrane, Jacqueline	Little
Thaddeus Lowe, America's One Man Air Corps	Hoehling, Mary	Messner
CONSERVATIONIST		
Nose for Trouble	Kjelgaard, James A.	Holiday
John Muir: Father of our National Parks	Norman, Charles	Messner
Trails of His Own (Muir)	Grossman, A.	
COSMETICIAN		
Three Lives of Harriet Hubbard Ayer	Ayer, Margaret H. & Taves, Isabella	Lippincott
DAIRYMAN		
Milk Flood	Corey, Paul	Abelard-Schuman
Dairyman to a Nation	Frantz, Joe B.	University of Oklahoma Pr.

Title	Author	Publisher
DANCER		
Student Dancer	Woody, Regina	Houghton
Dancing for Joy	Woody, Regina	Houghton
Young Pavlova	Almedingen, E. M.	Roy
Dance to the Piper	DeMille, Agnes	
Leap Through the Curtain: The Story of Nora Kovach and Istvan Rabovsky Mikes	George	Dutton
Dance to My Measure	Wyndham, Lee	
DEPARTMENT STORE WORKER		
Future for Sale	De Leeuw, Adele, L.	Macmillan
Heart for Business	De Leeuw, Adele L.	
Adame Gimbel: Pioneer Trader	Wells, Helen	McKay
DETECTIVE		
Bill Martin, American	Martin, Bill and Martin, Molly R.	Caxton
Allen Pinkerton	Lavine, Sigmund	
DIVER		
Underwater Adventure	Price, Willard D.	Day
ENGINEER		
Modern American Engineers	Yost, Edna	Lippincott
Henry Ford	Neyhart, Louise	Houghton
ENTERTAINER		
Confessions of a Happy Man	Linkletter, Art	Random
FASHION DESIGNER		
Young Faces in Fashion	Williams, Beryl	Lippincott
Gay Design	De Leeuw, Adele L.	Macmillan
FISHERMAN		
Whale Spotters	Halacy, Don S.	Macmillan

Title	Author	Publisher
FOREST RANGER		
Sierra Ranger	Thompson, Peter	Dodd
Bears in My Kitchen	Merrill, Margaret	McGraw-Hill
GOVERNMENT AND PUBLIC SERVICE AGENT		
Famous American Statemen	Stevens, William O.	Dodd
INDUSTRIALIST		
Famous Industrialists	Lavine, Sigmund A.	Dodd
Americans at Work	Paradis, Adrian A.	McKay
Twenty Grants of American Business	Jennings, Waller	Exposition
INVENTOR		
Heroic Age of American Invention	DeCamp, Lyon S.	Doubleday
That Lively Man, Ben Franklin	Eaton, Jeanette	Morrow
Mover of Men and Mountains	LeTourneau, Robert G.	Prentice-Hall
Young Thomas Edison	North, Sterling	Houghton
Story of Alexander G. Bell	Stevenson, Orlando	Messner
Thomas Alva Edison	Thomas, Henry	Putnum
World's Greatest Gunmaker	Winders, Gertrude	Day
MUSICIAN		
Mister Music Maker, Lawrence Welk (Band Leader)	Coakley, Mary L.	Doubleday
Faith is a Song	Dragonette, Jessica	McKay
Story Behind Popular Songs	Montgomery, Elizabeth	Dodd
Trumpeters Tale	Eaton, Jeanette	Morrow
Leonard Bernstein	Ewen, David	Chilton
NURSING		
Great Adventures in Nursing	Wright, Helen	Harper
PHOTOGRAPHER		
I Take Pictures for Adventure	Stobart, Thomas	Doubleday
Mathew Brady, Historian With a Camera	Horna, James D.	

Title	Author	Publisher
POLICEMAN		
Behind the Silver Shield	Floherty, John	Lippincott
Bill Martin, American	Martin, Bill	Caxton
RESTAURANT OPERATOR		
Song of America	Mardikian, George M.	McGraw-Hill
SALESMAN		
Magic in Her Voice	Panzer, Pauline	Messner
Young Man in a Hurry (Marshall Field)	Latham, Jean Lee	Field
SCIENTIST		
Ten Miles High, Two Miles Deep The Adventures of the Piccards	Honour, Alan	McGraw-Hill
The Big Dish (Radiotelescope)	Piper, Roger	
SOCIAL WORKER		
City Neighbor: The Story of Jane Addams	Judson, Clara I.	Scribner
Susan B. Anthony: Rebel, Crusader, Humanitarian	Lutz, Alma	Beacon
Harriet Tubman: Conductor on the Underground Railroad	Petry, Ann (Lane)	Crowell
Mrs. R.: The Life of Eleanor Roosevelt	Steinberg, Alfred	Putnam
STEVEDORE		
Big Catalogue: The Life of Aaron Montgomery Ward	Baker, Nina (Brown)	Harcourt
VOCATIONS (General)		
Faith Made Them Champions	Peale Norman V.	Guideposts Assoc.
Teenage Hall of Fame	Rhodes, James A.	Bobbs-Merrill
Day I Was Proudest to Be An American	Robinson, Donald B.	Doubleday
My Left Foot (Handicapped)	Brown, Christy	Simon & Schust
We Have Tomorrow	Bontemps, Arna W.	Houghton
Cavalcade of Young Americans	Carmer, Carl	Kitgriom

Title	Author	Publisher
Modern American Career Women	Clyner, Cleanor, and Erlich, Lillian	Dodd
Twenty Modern Americans	Cooper, Alice C. & Palmer, C. A.	Harcourt
Heroes of Civilization	Cottler, Joseph & Jaffee, Haym	Little
Hearts Courageous: Twelve Who Achieved (Handicapped)	Herman, William	Dutton
Miracle at Carville (Handicapped)	Martin, Betty	Doubleday

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APPENDIX O

R. M. E. L. GAME # 1

You are the manager and employer of a firm which has just taken on a high risk enterprise. It is necessary for you to employ a number of people. You have screened all the applicants and have found a sufficient number with the necessary knowledge and skills to do the jobs. Before you make the final choices and assignments it is critical that you determine that they possess the right attitudes. In order to give priority to the most critical attitudes you need to rank the attitudes according to importance. The following are the 10 most needed. Realizing that no one will possess all these to the highest degree and that some jobs require a higher degree than others, you must rank them to make your final choice of employees. If you make an error in judgment on the ranking you could be wiped out. How do you rank them?

__________ Adaptability __________

__________ Dignity of work well done __________

__________ Desire to work __________

__________ Appreciation for quality __________

__________ Life aspiration __________

__________ Pride in accomplishment __________

__________ Personal satisfaction __________

__________ Loyalty __________

__________ Value of cooperation __________

__________ Responsibility __________

* * * * * * * *

GAME KEY

No specified order is intended in this exercise. All attitudes are assumed to be equal in importance. The ensuing discussion reinforces the idea that all attitudes listed are characteristic of successful employment.

R. M. E. L. GAME # 2

The following list contains 10 factors generally associated with learning in the school setting. Your task is to rank these factors in terms of their importance to the learning process.

______ Teacher's knowledge of subject matter

______ Classroom climate (democratic, authoritarian, laissez-faire)

______ Physical conditions of the classroom (heat, light, size, seating, etc.)

______ Administrative climate

______ Homogeneity of students

______ Teacher's perception of self

______ Teacher's perception of others

______ Instructional materials

______ Teacher's knowledge of community resources

______ Teaching style

* * * * * * * * *

GAME KEY

Administered as a pre and post activity this exercise created a discussion of the most significant elements of the teaching-learning process.

1. Teacher's perception of self
2. Teacher's perception of others
3. Classroom climate
4. Teaching style
5. Materials
6. Teacher's knowledge of subject matter
7. Homogeneity of students
8. Physical conditions of the classrooms
9. Knowledge of community resources
10. Administrative climate

APPENDIX P

DESPERATION

INSTRUCTIONS: This is a group exercise in decision making. Your group is to employ the method of Group Consensus in reaching its decision. This means that the prediction for each of the 8 items must be agreed upon by each group member before it becomes a part of the group decision. Consensus is difficult to reach. Therefore, not every ranking will meet with everyone's complete approval. Try, as a group, to make each ranking one with which all group members can at least partially agree. Here are some guides to use in reaching consensus:

1. Avoid arguing for your own individual judgments. Approach the task on the basis of logic.
2. Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat, at least.
3. Avoid "conflict-reducing" techniques such as majority vote, averaging or trading in reaching decisions.
4. View differences of opinion as helpful rather than as a hindrance in decision-making.

On the "Group Summary Sheet" place the individual rankings made earlier by each group member. Take as much time as you need in reaching your group decision.

DESPERATION

You have been asked to write a paper expressing and making clear an idea. So far, you haven't been doing too well in this class, and a good grade on this paper could mean the difference between passing and failing. You want desperately to do well on the paper, and using the right words and the right kinds of words is a must.

Below are the 8 parts of speech listed in alphabetical order of their importance for your success in writing the paper.

____adjective

____adverb

____conjunction

____interjection

____noun

____preposition

____pronoun

____verb

APPENDIX Q

LEARNING ACTIVITIES

Are there others?

To instill in the minds of youth the proper habits, attitudes and ideas that will make them happy, useful, and successful citizens through:

1. Questions
2. Case studies analysis
3. Interviews
4. Worksheets
5. Programmed instruction
6. Tapes
7. Reading of Text
8. Tests (answers included)
9. Special readings
10. Experiments
11. Field trips (a city council meeting, a court session, an accountant's office, etc.)
12. Observations (small children, mental hospital, old folks home, jail, parents, elementary school, grocery store, etc.)
13. Essays
14. Pictures (historical characters, editorials, cartoons, etc.)
15. Surveys
16. Write a newspaper article (historical, editorial, personality, obituary, etc.)
17. Writing an essay using keywords--the use of the keywords would demonstrate the understanding of the subject (self, real self, ideal self, phenominal self for one essay)
18. Diagram
19. Cross word puzzle
20. Combination of two or more

Organize debates about controversial issues.

Assign special projects. For instance give students a certain amount of Monopoly money, give them five products, assign five which they need, give them three improvements they must make, and require them to balance their budgets.

Obtain recorded tapes from embassies (Have the students write).

Conduct ancestry studies of class members. Place each child's name on a pennant, on a world map, on the nation of his origin.

Invite community resource people to participate in classroom work or videotape talks by such persons for later presentation in the classroom. Such resource persons can bring viewpoints of business, government, industry, civic-action groups, and minority groups.

Write news stories and fictional stories appropriate for historical events.

Make jigsaw puzzles of states and nations.

Use local newspapers for the study of current events, social issues, and geography.

Include a unit on economics; simulate participation by students in the stock market.

Use paperback books as classroom resource material.

Use slides pertaining to areas studied. Gather slides from students and other people in the community who have traveled and collected slides.

Ask the art teachers to work with the class regarding the art and art history of cultures and nations studied. Paint murals.

Play geography bingo.

Have groups cooperate in the construction of large maps (6' x 4') on which groups list important data for each nation or geographical area.

Encourage student involvement and participation, either actual or in simulation, in local, state, and national elections.

Language Arts

Composition exercises in which students are asked to emphasize character traits (attitudes) of persons in literature or real life offer a means for bringing the concept of attitudes to awareness.

Dramatic readings prepared cooperatively by small groups: two groups might prepare the same reading or dramatic cutting and compete against one another in the presentation.

Writing an essay using keywords--the use of the keywords would demonstrate the understanding of the subject (self, real self, ideal self, phenominal self).

Diagrams

Cross word puzzles

Combination of two or more

Social Studies

Select a student or panel of students to serve as employer(s). The remaining students apply for classroom tasks (attendance, etc.). The panel "hires" individuals for the jobs on the basis of their written or oral applications.

Students write a play and present it. The guild and apprenticeship systems are applicable.

Students construct cooperatively a hypothetical physical map--a city and the surrounding area. (A simulation of this type is available through the High School Geography Project, Boulder, Colo.--Portsville Game).

Study important men and identify the attitudes that helped them to achieve. Comparison of negative (Hitler) and positive attitudes may prove beneficial.

Students observe the area around the school and construct a map.

Conduct a case study on a product of one country. For instance, What materials are contained in a German-made spark plug? How is it manufactured? How is it imported? Where is it manufactured?

Give the students four types of real estate to purchase. After they make their selections, give them a problem concerning their own community.

Use a gaming technique to foster.

Have students, through discussion, put themselves into situations--either current events or historical events. ("Diplomacy through the looking glass")

Involve students in the development of bulletin boards. Methods: rotate leadership, allow individuals to choose activities, seek evaluation by other members of the class.

Make up plays from mythology.

Use recordings of music from cultures studied and as background for group and individual work.

Small groups or entire classes can prepare editorials or essays for submission to the school newspaper.

Small groups can take charge of certain classroom management functions such as setting up audio-visual equipment, preparing bulletin boards, checking out books from the classroom library, or taking attendance.

Students can write adaptations of stories for production as radio scripts produced on tape.

Similarly, students of sufficient ability can write and produce their own plays.

In order to give vent to students' pride derived from their work, visibility ought to be given to student work by means of bulletin board displays, production of dramatic efforts outside the classroom, exhibits, fairs, and contests.

Small group concensus-reaching exercizes lend themselves to bringing to students' conscious awareness the dynamics of attitudes (cooperation, loyalty, desire to work, etc.). Students, for example, could rank qualities they would prefer in a foster parent or in an employer.

Role-playing activities offer ways to place a student in another attitude framework than his own. He can assume the attitude structures of persons from literature or persons from the world of work (as employers). Students can thus approach inter-personal situations from attitudinal stances other than their customary ones. A variation: a student engaging in a dialogue or discussion has another student standing behind him acting as his alter ego or conscience.

Vocabulary study, whether integrated with the study of literature or studied separately, can be addressed rather directly to words associated with the attitudes essential to an adequate image of the world of work.

In order to examine attitude loadings of words and phrases, students can write their everyday expressions under two column headings: "What I Say," and "What I Mean." (Denotation as opposed to connotation).

The study of literature offers a laboratory wherein human feelings arising from conflicts of attitudes may be experienced vicariously by students. Attitudes brought to the student's conscious awareness through literature become available to him for analysis and evaluation.

Students can illustrate stories and poems, perhaps with the art teacher's assistance.

Small group discussions of literature bring more students into the action.

The contract system of assignments brings the student rather close to some of the dynamics at work in the business world. It also makes possible individualized assignments.

Field trips and resource persons from the community can bring reality regarding the world of work to the students.

APPENDIX R

TEACHING: A NEW DIAGNOSIS

By Dr. Melvin Tumin
Princeton University

Address to the Mott Colloquium
Flint, Michigan

November 3, 1967

It seems undeniable, if recent research findings are to be believed, that the schools of America are in urgent need of a fundamental reappraisal, and that an equally fundamental change in our modes of thought regarding students, curriculum and teachers is the first order of business. For these researches show, in a number of different ways and contexts, that the schools of the country have simply been inadequate to a number of the basic tasks they have assumed or been assigned.

Consider, for instance, the Coleman report's finding that almost nothing by way of school facilities, programs, teachers, libraries, laboratories or principals helps explain or predict differential achievement among the students. Or, think of the finding by the Michigan State group about the ineffectiveness of school counsellors and simulated experts in changing the self-concept of the child, a concept closely related to achievement; or, ponder the meaning of the findings by Max Wolff and others of the ephemerality of the effects of headstart and other cultural enrichment programs. Or, take note of Donald Hoyt's findings that college grades bear little or no relationship to any measures of adult accomplishment. Consider, too, Martin Deutsch's discovery of the greater difference between achievement scores of advantaged Negro and white youths as compared with the difference between disadvantaged youths of both groups.

While there is almost nothing but unmitigated despair that friends of the public schools and ideologists of modern education can find in these researches, there is perhaps some meager comfort to be derived from the fact that these are research findings; that, as such, they are a welcome substitute for hunches, intuitions and self-congratulating self-evaluations by school officials; and they do force us to take stock of what we are doing in the schools.

Some may try to take comfort in the belief that the research findings apply mainly to crowded, urban schools and that their schools are relatively immune from the implied consequences of these researches; that they have achieved safety and security in their suburban fastnesses, whose property and income restrictions and requirements serve as unbridgeable moats to prevent the incursion of the rampant, urban, barbarian hordes. But this is delusional. In the first place, the findings apply to all kinds of schools, suburban and urban. Secondly, even if only urban schools were involved, it is crystal clear that Gresham's Law applies to school systems and to communities as forcibly as to money: Namely, bad schools will drive out good schools and bad citizens will drive out good ones.

There is entirely too much interdependence, if not immediately at the level of school systems, then soon enough at the level of national institutions, into which the diverse school systems pour their diverse populations--to permit exclusive suburbs to relax in the mistaken belief that the momentary respite from the pressure of the urban problems is anything more than momentary respite.

Moreover, from the point of view of those concerned with all school children and all schools, it is only too apparent that the relative success, so-called, of certain schools and students, is as guaranteed by the structure of our school system as is the failure of another even larger portion of the schools and student body. The reason is simply that there is a clear-cut coordination of school curriculum, exams, college board tests, admissions criteria and college places available. A certain portion of the students will go to colleges, come what may, just as a certain portion will not go to college, come what may. In this light, and in view of the uncertain relevance of the criterion of college admission to anything to do with sound education, there is not much point in searching for models of effective education among the so-called successful schools. Moreover, as the Coleman report shows, students at the so-called better schools are just as unaffected by differences in facilities, teachers and programs as students at other schools. Since one might have reasonably assumed that the most advantaged students would be better equipped to profit from enriched programs and personnel, the finding that these things are just as irrelevant for them, on the average, is surely testimony that we must be doing something wrong. But what could it be?

In searching for a proper approach to diagnosis and prescription for our troubles, this writer is guided by a number of simple yet crucial considerations.

First, schools are meant for children, for their development, for their growth, for their pleasure.

Second, the development of children takes place in a transaction or interaction between student and teacher, around certain materials and experiences that may collectively be called the curriculum.

It follows from these two simple guides that the success or failure of education is to be measured by what happens to children in this transaction.

Third, if children fail to develop and grow as we reasonably expect they should, the shortcomings or errors are to be sought in the structure of the system and not in the innards of the children. The educational system is run by adults with power, resources and control. As formulated by Dr. Harold Cohen, a brilliant researcher, who has had phenomenal success with young men defined as incorrigible and uneducable, children do not fail to learn; the schools fail to teach them. This is a sociological version of Fritz Radl's brilliant epigram to the effect that the children who hate are the children who are hated.

Fourth, there is no conceivable justification in the theory of moral obligations in a democratic society for preferring the education of some children over that of others. It follows that every child has a completely equal right and claim upon the full measure of facilities and rewards of the school.

Fifth, the devices that have been contrived to try to patch up chronically recurring problems, as well as that stupendous bundle of new problems generated by the belated recognition of the equal rights of all children, can't even mask the symptoms of the educational disorder, much less come to grips with its fundamental causes. Just as there appears to be no ways in which to patch the economy to deal with the cronic problem of occupational unemployment, so there appears to be no satisfactory way in which to patch the school system to deal with the equally pervasive problem of the unemployment of the minds and capacities for growth of our children. The Coleman report shows this perhaps more eloquently than any other research finding. None of the topical medicines--not laboratories, nor libraries, nor presumably more-qualified teachers, nor better buildings, nothing seems to matter. No, not even team teaching, today's universal panacea.

I think perhaps we all know why this is so. The suspicion is strong, very strong, that there is something fundamentally wrong about basic values and structures in education that these symptomatic repairs can't get at. I am not so simple-minded as to believe that the reforms that are needed can be implemented as easily as can they be formulated. But I do believe that formulating them is crucial. Moreover, I believe that much of the necessary reform can take place within the outlines of the existing system as presently conceived, at least the most general outlines. In this regard, the educational system may be more easily overhauled than the economic system.

There are, I think, fundamental causes of the educational illness in at least three major areas: (1) the conception of what school is for; (2) the notion as to what constitutes curriculum; and (3) the prevailing ideas regarding what it takes to train a good teacher. Obviously, too, all three are intimately connected, so that, though I am nominally charged by the title of my talk to address myself to teaching in America, I cannot do so without also speaking of the conception of the educational process and of the curriculum.

First, then, some remarks on the educational process. What I have to say on this matter has been said before, dozens of times, by others and myself.

It strikes me as glaringly obvious, and just as glaringly injurious to the educational development of children, that there is a fundamental misconception of the entire educational process. I mean simply that schools are structured and operate as though the primary intent were to process children through a set of preconceived drills and exercises which must be passed or failed. It is the pass and fail concept I find most grievous. I confess to being unable to see what is the relevance of these words and the implied concepts behind them for the education of children. Pass what and fail what? Subjects or experiences or materials aren't to be passed or failed. They are to be felt and sensed and absorbed and reacted to--assuming they are worthwhile in the first place. When one operates with a notion of passing or failing, there is the clear-cut implication that the school is a competitive race between different kinds of children, only some of whom will succeed. That guarantees that some, perhaps many, will fail. But what are children supposed to be competing for? Admission to the second grade, after the first? To the ninth, after the eighth? That seems to me utter nonsense. We pay tax money to provide education for all children for 12 or 13 years. Our obligation, clearly then, is to provide as much chance for development as we can in these 12 or 13 years. Whatever is achieved, is achieved. What, in this context, is the relevance of children passing or failing? Clearly, these terms have relevance only to the impact of the educational process and its agents. They pass or fail, but not the children. It seems to me as simple as all that.

The implications of this doctrine for existing school practices are, of course, enormous. If this view were really adopted, it would call for drastic revision in the entire concept of teachers' obligations; of the course of study; of the notion of examinations and grades; of the criteria by which a school is judged good or bad. I need not specify the further implications. They are simple, obvious and, in some meaningful sense, revolutionary. Perhaps most important of all, they would make it possible for children, at all levels of capacity and interest, to go to school and to be reasonably glad to be there, since they would be free of the constant and unrelenting fear of failure--a fear that invests and infects literally all children, at every level of ability, except of course for those who "cool" the whole process either by dropping out or withdrawing in spirit, though present in body.

And what a relief for teachers such a freedom from fear of failure of students would be! Think of the enormous difference this would make in the of our school system as is the failure of another even larger portion of the schools and student body. The reason is simply that there is a clear-cut coordination of school curriculum, exams, college board tests, admissions criteria and college places available. A certain portion of the students will go to colleges, come what may, just as a certain portion will not go to college, come what may. In this light, and in view of the uncertain relevance of the criterion of college admission to anything to do with sound education, there is not much point in searching for models of effective education among the so-called successful schools. Moreover, as the Coleman report shows, students at the so-called better schools are just as unaffected by differences in facilities, teachers and programs as students at other schools. Since one might have reasonably assumed that the most advantaged students would be better equipped to profit from enriched programs and personnel, the finding that these things are just as irrelevant for them, on the average, is surely testimony that we must be doing something wrong. But what could it be?

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And what a relief for teachers such a freedom from fear of failure of students would be! Think of the enormous difference this would make in the extent to which they could--if they knew how and cared to--concern themselves with what is happening with each child, instead of being concerned, as they are now, with how many can they get to finish the syllabus on time.

Think, too, what it would mean if they did not feel under constant pressure to give one unreliable and invalid test and exam after another, and then give one meaningless grade after another, and then add them all up into one meaningless score, at the end of a marking period, with the momentous requirement of deciding which side of the one tenth of a point B falls as against B minus.

Think, too, what it might mean if they knew that their adequacy as teachers was to be judged by the extent to which they could make a difference in the life of every child rather than by the number of students they could honestly or dishonestly squeeze onto the honor roll? Think of the implications of this for their self-respect as teachers.

And think, if you will, of what it might mean to children to know that each day in school they would be taking on enterprises at the level at which they are ready to move, and did not have to worry about how ashamed the teacher might make them feel for not being able to recite or perform as well as someone else. Think of what a blessed relief and relaxation might ensue if the whole term didn't climax in a terrifying final examination. The beauties and joys that might sneak into the educational process under such conditions are too numerous to specify, too rich almost to endure.

And all through a simple twist of the mind-set toward teaching and learning, one that simply does away with the notion of a competitive race in which some pass and some fail, and substitutes for it a simple and straightforward principle that asserts that education is for the development, the growth and the enjoyment of children--all children--at whatever their levels of interest and capacity, and that, accordingly, everyone concerned does the most that can be done, under given conditions, for the years that the student is in school. As my grandmother often used to say, with biting folk wisdom, "You can't do more than you can do."

Some critics will, of course, immediately raise the hue and cry about standards. What will happen to standards if you don't have exams, and tests, and syllabi and prescribed curriculum and diplomas and honors and all of that? One grows weary of reminding such people that norms and standards are two very different things. The rule, here, too, is simple and straightforward. The highest standards are reached in the development of any group when the development process works to secure the maximum from every member of the group, whatever the diversity of capacities in the group. That is what maintaining high standards means. Under the competitive system, you maintain high norms--maybe. And by definition, significant percentages of all schools in the country must fail by these criteria--since norms are based on actual performances of the schools whose averages set the norms. By definition, fifty percent must be below any median norm point. What conceivable kind of guideline to educational process can that be which guarantees that half the participants must automatically fail? And which, by the same tokens, says nothing substantive and theoretically justifiable about what schools ought to be accomplishing?

These are the evils--truly educational evils--that the concept of pass and fail introduces into our schools. Under these conditions, no rational consideration of goals is possible. Instead of goals we have hurdles that must be overcome; instead, therefore, of a sense of accomplishment, we have sighs of relief of having gotten by that hazard and the next one; instead of a growing identity of unique self, we have an ever narrowing focus on the performing role and only that; here, indeed, the medium is not merely message; nor even only massage; but a vicious chiropractic assault.

Under these circumstances, how can learning, development and growth ensue? If these are what we want, the total obliteration of the concept of pass and fail, immediately, is called for. So much, then, for the concept of what school is for.

The second focus is on the thing called the curriculum. This is, certainly, a hot topic in educational circles. We hear all kinds of talk about curriculum reform; about horizontal and vertical coordination; about the beauties of K-through 12 planning and integrating. All kinds of lovely sounding jingoes. Their only difficulty, and it's probably a mortal one, is that most often such talk tends to assume there are inherently beautiful, true and virtuous subject matters which any decent, self-respecting child had better learn, or else be judged bad, immoral, and unworthy. In short, they tend to forget that the schools are for children; that curriculum, whatever it includes, is good or bad depending on what it does for the students; and that no amount of curriculum reform will have the slightest significance if it doesn't ask the right questions at the outset.

There is one major overall right question in choosing curriculum--simply put, that is--What do we want our children to become? With this question in mind, we can then proceed to select the kinds of experiences, materials, sensations, happenings, be-ins, do-ins, sit-ins, and joys and pleasures and pains we want our children to experience so that they can become what we think they ought to become.

If we try to translate the question--what do we want our children to become--into somewhat more operational smaller questions, they would include: What do we want our children to come to value? What do we want them to be able to feel, see and hear and smell and touch? Out of what do we want them to learn to get pleasure? What do we want them to understand about themselves and the world of nature and man? How do we want them to behave regarding other human beings? To what do we want them to be inclined to commit themselves? What technical abilities do we wish to cultivate in them?

When we ask our curricular guiding questions in these terms, the entire discussion, it seems, is transformed and transplanted onto a meaningful level. For, then we can ask, sensibly, what is it that has to be present, by way of teacher behavior, student behavior, materials, experiences, and supporting school factors that will enable that relationship to produce in the child the desired outcome? It is at this point and only at this point that we can begin to consider sensibly the question of coordinated approach to curriculum development.

Here is a concrete example from the field of social science. If anyone were to be foolish enough to ask me what I would like, as a social scientist, to see children come to understand--and some have been foolish enough to ask me--I would state it simply and rigorously in some such terms as these:

I want every child to come to understand the interdependence of people upon each other or the achievement of their respective humanities.

Secondly, I want every child to understand what it means that life is a continuing series of problems, the solution of any of which generates new problems in its wake.

Third, that what men value determines that value, namely, that man is the value-investing creature who gives value and meaning to his behavior by that act of valuing.

Fourth, what happens in any one aspect of society, such as in the economy, seriously affects what happens in all other aspects, and is, in turn, affected by those other aspects; namely, that society is interdependent.

That, fifth, the individual, being in some ways an analogue of the society, is also a system of interdependent parts; so that what happens to the individual in any one aspect of his life, affects and is affected by what happens in other aspects.

That, sixth, man is the effective agent of his own destiny; that either by default or activity, man shapes his own history and makes himself.

There are other social science understandings I would want, but these will do. Now, there are no single best text books nor any best films nor anything of this sort to convey these understandings for any and all children. There are, however, dozens of different ways in which imaginative teachers and counsellors and professionals in the field and educational technologists can devise, with effort and time, what would help children at various levels of capability to come to understand these fundamental attributes and characteristics of human nature and organized human society within which man acquires his human nature.

Let me also indicate that these general guides are useful throughout 12 or 15 or 18 years of formal school experiences. If curriculum is to be coordinated vertically as well as horizontally among the school agents, and if vertical coordination means anything, it must mean, as a minimum, that there is organic and integral continuity in what is being put into the child-teacher learning and teaching situation.

Now I have deliberately chosen to put the curricular question in terms of a very limited educational goal--namely, the kind of social science understandings, or intellectual orientations and knowledge I would like each child to come to possess and command and be able to use. But please recognize that this is a very limited portion of the totality of the educational impact I would like to see our schools have.

For, I have not asked yet, what is it we want our children to value; to be able to get pleasure from; to be able to perceive; to use as guides to conduct; to have by way of technical abilities? All these define other educational goals that can only be said to be as important as each other and to enjoy equal priority of demand on our time and attention. The example I gave--from the realm of desired intellectual understandings, was meant to suggest the kinds of formulations that make coordinated curriculum (i.e. educational planning possible). For, if we now turn and ask what kinds of things do we want our children to be able to value; and if we then specify a series of character traits, cultural achievements, governmental policies, and the like, that we feel it important to value, we are then in a position to ask--what combination of teacher, student and experience will make these achievements possible? And, once again, our attention will be directed to a wide variety of possibilities, for a wide variety of children, at different tempos and at different levels of complexity and profundity. But, also again, for each case, vertical coordination becomes eminently possible since values, too, like understandings, have levels of complexity that can be approximated successively over time. That is to say, these character traits, these new sensibilities, these value orientations, these preferences for kinds of human relationships--all these, like the social science understandings referred to above, are available, in a developmental sense, to every child, of whatever age and inclination and capacity, at the level of simplicity or complexity appropriate to him. It is no exaggeration to say that in fact we begin to shape children in these regards from the moment of birth on, wittingly or unwittingly.

One last consideration is crucial here. If we develop this open approach to curriculum, if we learn to ask questions in these ways, we are led unavoidably to considering the likelihood that the same goals may require a variety of approaches for different children and teachers, and for the same children and teachers at different times; and if we get to that blessed condition we shall in effect be experimenting with alternative ways to get at the same goals. If, then, we take an experimental attitude, we will be provisional rather than rigid about our commitments to one or another of these approaches; and above all, if we are sane, and don't want wildly to spend money without knowing whether it is any good at all, we will insist on systematic *evaluation*. When we arrive at the divine condition of insisting on a systematic evaluation, we will then and only then begin to learn whether anything we do is right and why or why not. And only at that point will we begin to be able to make a difference in our children's lives.

We are led by these considerations to the third main ingredient in the educational transaction, namely, the teacher. It is one of the outstanding educational ironies that on this topic there is both the greatest nominal consensus and the greatest actual disagreement. For, everyone is agreed that the nation needs the best possible teachers--everyone, that is, who isn't a member of the know-nothing clan that believes in such sparkling mottos as, "Those who can, do; the rest teach." Or, "Any fool can stand up in front of a classroom." Or some such other piercing witticism. But once we get beyond this nominal level of consensus regarding the importance of good teachers, the disagreements enter, often with a loud bang. What makes a good teacher? This is what we fight about.

What everyone must agree on, whether he thinks it difficult to achieve or not, is that teachers must know how to teach. If there's nothing to it, as some claim, well, that's fine. Then there's no problem--even though, of course, there are millions of problems. But, if we agree that there may be something to teaching that takes a good deal of learning to acquire and understand and be able to practice, then we are unavoidably committed to providing that kind of training for teacher aspirants that will make it possible for them to conduct their roles in the educational transaction to the maximum effectiveness.

There are three, perhaps four, major ingredients of this training.

The first is the development in teachers of a commitment to the equal worth of each child and hence of each child's development and growth, whatever his so-called native capacities.

There is, second, the urgent need for every teacher to learn everything and anything he possibly can about the general guides to relationships with children and those particular and special versions that may be codified around particular curricular goals. Such goals are to be stated, let it be remembered, not in terms of subject matters, but in terms of types of understanding, valuing and acting that we desire to build into our children.

There is, third, the requirement of the soundest possible grasp of the range of experiences and materials that might be relevant to these goals, differing, of course, in terms of kinds of children, schools, resources and communities. Differing, please understand, not in the kinds of understanding, valuing and acting that are sought, but rather in the kinds of experiences and materials that may help produce the commitments most effectively. In this way, we guarantee continuity and integration of curriculum, in all places, at all times and on all levels, at the same time that we permit the maximum diversity of means.

There is, fourth, the need for time, energy and interest in the continuous growth of the teacher. Time must be provided by the schools and with it the requisite energy. Interest must be stimulated and arise out of her own experiences in the classroom. Teachers have no right to claim professional status if they do not commit themselves to the continuing investment in their own growth. But schools, in turn, have no right to expect professional conduct from teachers if they do not provide the time, the support, the encouragement and the facilities for such professional improvement and development. Above all, surely, teachers need freedom to experiment and innovate; freedom to innovate on the spot without continuous reference to committees and higher authorities who are bound to their concept of neat, tight ships and don't like innovations for that reason, since they are almost always messy. But freedom, autonomy, innovation, experimentation--these are the essence of professional refreshment.

These four ingredients of teacher training and behavior are indispensable, as I see it: to be committed to caring for each child equally; to knowing how to relate to children around experiences and materials relevant to developmental objectives; to have the widest command over ranges of materials and experiences that might be relevant; and to be free to learn continuously, to innovate, to experiment, to deepen their understandings, in short, to grow with the children. These are, I think, what good teachers must have.

I have tried to say here that the patchwork approach to educational reform has apparently been spectacularly unsuccessful. Not even the most evident symptoms can effectively be disguised. Hence, some fundamental restructuring of the schools is called for. Primary and perhaps foremost is the elimination of the concept of student failure and success. Secondly, curriculum can no longer be conceived of in terms of the traditional fields of study. It must be viewed rather as a range of possible experiences and materials relevant to specified, desired outcomes in the development and growth of the children. Third, teachers must be trained to care about each child's development equally, and to be knowledgeable about the rhythms and sequences of child development and the range of possible experiences and materials that can be imaginatively brought to bear on those developmental goals.

These are simple to state; terribly difficult to implement. But I do not see any way in which to get at our educational illness if we do not adopt these as our guidelines.

We are inclined to deceive ourselves into believing there is a basic consensus about education in America and that it is only a question of a difference about means. It is now clear this is both false and dangerous. There is no such consensus. I have no hesitation in stating that agreement on the three fundamental tasks stated above represents the minimum agreement required before it can be said that consensus exists, and that it is now of the highest order of urgency to see opposition to any or all of these three perspectives as opposition to quality and equality in education, and to act accordingly.

THIS WEEK'S FEATURE: THE FABLE OF THE ANIMAL SCHOOL . . .

Once upon a time, the animals decided they must do something heroic to meet the problems of a "new world". So they organized a school.

They adopted an activity curriculum consisting of running, climbing, swimming, and flying. To make it easier to adminster the curriculum, all the animals took all the subjects.

The duck was excellent in swimming, in fact, better than his instructor; but he made only passing grades in flying and was very poor in running. Since he was slow in running, he had to stay after school and also drop swimming in order to practice running. This was kept up until his web feet were badly worn, and he was only average in swimming. But average was acceptable in school, so nobody worried about that except the duck.

The rabbit started at the top of the class in running, but had a nervous breakdown because of so much make-up work in swimming.

The squirrel was excellent in climbing until he developed frustration in the flying class where his teacher made him start from the ground up instead of from the treetop down. He also developed "charlie horses" from overexertion and then got C in climbing and D in running.

The eagle was a problem child and was disciplined severely. In the climbing class he beat all the others to the top of the tree, but insisted on using his own way to get there.

At the end of the year, an abnormal eel that could swim exceedingly well, and also run, climb, and fly a little had the highest average and was Valedictorian.

The dogs stayed out of school and fought the tax levy because the administration would not add digging and burrowing to the curriculum. They apprenticed their child to a badger and later joined the groundhogs and gophers to start a successful private school.

DOES THIS FABLE HAVE A MORAL?

THE ART OF TEACHING

Students should be dared to produce workable solutions which take in all the constants and allow for the variables. Now is the time to introduce them to the practical difficulties that will confront them throughout their careers: money (how will you pay for it?), manpower (who will do the work and for what inducement?), and authority (who will direct it, and how can he be kept from abusing his power?)

When the teacher first explains briefly what he is doing, he and his students can go together over the ground, growing familiar with the features they now recognize together, asking and answering questions as they travel, and pointing out the peaks still to be scaled, the valleys unexplored. This is the best kind of teaching. On this level it stops being the mere transmission of information and becomes the joint enterprise of a group of friendly human beings who like using their brains.

From The Art of Teaching by Gilbert Highet, 1959, p.p. 152-53.

SMALL GROUP WORK IN THE CLASSROOM:

A SUGGESTED FRAMEWORK FOR PLANNING ACTIVITIES

Mrs. Eleanor Franke, School of Education, University of Nebraska

Dr. Irving Morrissett, Social Science Education Consortium, Inc.

LEVEL I - KNOWLEDGE

Group Size: 4-6

Example: How well do people in our school system like their job?

Tasks: Construct and administer questionnaires to students, teachers, principals, and auxilary school personnel.

LEVEL II - COMPREHENSION

Group Size: 2

Example: Show that you know the meaning of a given statement or selection?

Task: Explain the meaning to another person so that he can restate it in a form that is acceptable to you.
"and David put his hand in his bag, and took thence a stone, and slang it, and smote the philistine in his forehead, that the stone sunk into his forehead, and he fell upon his face to the earth."

LEVEL III - APPLICATION

Group Size: 3-4

Example: Give specific examples of the generalization that the location and growth of cities depends on current technological developments.

Task: Individuals cite specific cities and show how location and/or growth have been influenced by technological developments.

LEVEL IV - ANALYSIS

Group Size: 4-6

Example: Identify cause-effort relationships.

Task: Discuss what caused Pyramus to kill himself?

LEVEL V - SYNTHESIS

Group Size: 3-4

Example: What geographical and cultural factors help to determine the location of steel factories?

Task: List as many factors as possible in each of the two categories.

LEVEL VI - EVALUATION

Group Size: 3-4

Example: Make a judgment about a given example on the basis of some criteria.

Task: In the story of Pyramus and Thisbe was the final action of Pyramus admirable?

APPENDIX S

IMAGE OF THE WORLD OF WORK QUOTES

Sherm Burton, Dixon Junior High School, Provo, Utah, language arts teacher, demonstrates how occupations can be introduced in the English class using the unit on word forms and the lesson "Words Wear Uniforms". Sherm writes:

> "Students became excited about recognizing people's jobs by their clothing. Some wanted to carry this outside the classroom. Student adaptability was observed when we transferred from people to words."

Leona Tucker, Meridian Junior High School, Meridian, Idaho, language arts teacher, has an excellent example of influencing student attitudes toward the world of work using units which lead up to occupations in the Meridian area. They have received publicity concerning this project in the local newspaper. Leona relates:

> "Students became aware of the many occupations in our small community. They learned about people and business places they didn't know were here. On quiz following this activity, students no longer underlined pronouns as common nouns (as many had done previous to the activity). They talked of their own future plans." (Nouns and Pronouns Unit)
>
> "When students have a voice in what they are doing, they are always more willing to work. Knowing their voice will be recorded gives them a desire to do their very best, too." (Oral Reports Unit)
>
> "Letters of all kinds are being written right now by students to resource people. Much information is being received. Enthusiasm is very evident." (Letter Writing Unit)
>
> "Letter writing unit taught prior to beginning this special unit. Students are writing business letters for information, friendly letters to workers they know for information, or for inviting them to visit classes, or for permission to visit their place of business." (Occupations in the Meridian Area Unit)

Don Horn, Scottsbluff Junior High School, Scottsbluff, Nebraska, social studies teacher, shares the unit on England in lessons about the Industrial

Revolution using small group discussions, library research, class discussion, and dramatizing various situations which might occur in a factory. Quoting Don from his evaluation of the lessons:

> "Research brought out the apalling working conditions in factories in the 1800's and the prevalence of child labor."

INTERNALIZATION OF OCCUPATIONAL ATTITUDES

Attitude Portrayal

The desirable outcomes of a socialization process (student task) which enables the individual to live with the ideals of society.

Acceptance of an Attitude

You may observe a consistency of response to objects, phenomena, etc., with which the individual is willing to be identified.

Preference for an Attitude

The student may be sufficiently committed to the attitude to pursue it, to seek it out, to want it. e.g., the student assumes responsibility for drawing silent members of a group into conversation.

Commitment (conviction)

Student displays loyalty to a position, group, or cause, tries to convince others. Student exhibits a tension here that needs to be satisfied.

Organization

Student will become able to defend his choices if challenged and will know the basis of his attitudes regarding what is good.

Conceptualization of an Attitude

Student forms judgments as to the societal responsibilities. Student may discriminate by passing judgment on the qualities of an object he values.

Organization of an Attitude System

Judges people of various races, cultures, national origins, and occupations in terms of their behavior as individuals. Begins to form judgments concerning the type of life he wants to lead -- kind of work he might like to do.

APPENDIX T

WORKING VOCABULARY
FOR
IMAGE OF THE WORLD OF WORK

1.	WORK	The expenditure of physical or mental energy over time.
2.	TASK	A distinct part of a job.
3.	JOB	A number of related working-learning tasks which lead to the completion of a particular product.
4.	PRODUCT	Tangible and intangible results of man's expenditure of physical or mental energy.
5.	OCCUPATION	The relationship of work, education, and re-creation within the social setting throughout the life of the individual.
6.	CAREER	The total of all jobs performed during a lifetime. The sum of all work and learning experiences throughout life.
7.	EMPLOYMENT	The expenditure of mental or physical energy for a purpose. The commitment of human energy for some type of compensation.
8.	EMPLOYABILITY	Readiness to expend mental or physical energy for a purpose.
9.	DISCRETIONARY	Those aspects of a job in which choice of how to do the job is left up to the person doing it. This involves the use of judgment, self-direction, and selection of alternatives.
10.	PRESCRIPTIVE	Those aspects of a job in which the worker has no authorized choice. These prescribed elements of jobs include, (1) the results expected, and (2) the limits set on the means by which the job can be done. This involves the ordered and controlled aspects of a job.
11.	PEOPLE	Specific individuals or groups.
12.	DATA	Quantitative information (when, where, size, distance, how much, how many, etc.)
13.	THINGS	Plants, animals, and inanimate objects.
14.	INPUT OBJECTIVES	The target of the learning-working activity.
15.	PRODUCT CRITERIA	Desired changes resulting from learning-working activities. Goals.
16.	EVALUATION	A judgment of output criteria based on input objectives.

APPENDIX U

INITIAL

PROGRAM PLAN

ACTIVITIES		TASKS	
INPUT OBJECTIVES	JOB TITLE	PAGES DATE	
	PEOPLE		PRODUCT CRITERIA
DESIRE TO WORK ●			
RESPONSIBILITY- DEPENDABILITY ●			
	DATA		
LOYALTY ●			
LIFE ASPIRATION ●			
ADAPTABILITY ●			
APPRECIATION FOR QUALITY ●			
VALUE OF COOPERATION ●	THINGS		
PERSONAL SATISFACTION ●			
DIGNITY OF WORK WELL DONE ●			
PRIDE IN ACCOMPLISHMENT ●			
	EVALUATION		

TEACHER: Janet Wilcox
SUBJECT : Reading
SCHOOL : Riverview Jr. High

IMAGE OF THE WORLD OF WORK
PROGRAM PLAN

Final

UNIT: Biographies
LESSON TITLE: Lives of Great Men
DURATION: 3 weeks

PROGRAM OBJECTIVES

CONTENT OBJECTIVES

1. Become aware of the lives, actions & attitudes of great people.
2. Learn how to write a script in dialogue form.
3. Become aware of qualities that make an interview interesting.

ATTITUDINAL

A. X
B. X
C. ___
D. ___
E. X
F. X
G. X
H. X
I. X
J. ___

LESSON FEATURES

1. Films on Alcott
2. Books on real people
3. Library visits
4. Oral reports (interviews role playing)
5. Written interview, dialogue form
6. Viewing in person, on T.V.
7. Taking notes
8. Group discussion

TEACHER ACTIVITIES

1. Week 1: (A) Explain biography, auto - class contributions of books read previously (B) Visit library to pick out book.
2. Week 2: Films on several real people (A) Student choose one. (B) Take notes on life of person you want to interview (C) Write an interview (D) 2 best interviews are presented
3. Week 3:(A) Explain how to organize interviews (B) Students work in pairs, write interview, practice orally (C) Present before the class tape (D) Best ones are videotaped and shown to other classes.

STUDENT TASKS

X Note taking
___ Small group discussi
X Library research
X Book reports
X Personal Inquiry
___ Class Discussion
___ Field Trip
X Reading
X Essay writing
___ Socio-drama
X Role playing
___ Debate
___ Art work (maps)
X Listening
X Viewing
X Other Script Writing

CLARIFY:

TEACHING RESOURCES

1. Use of videotape
2. Evaluation sheets
3. Bulletin boards
4. Films on real people

EVALUATION OF STUDENTS

___ Quiz
___ Formal Test
X Recitation
___ Student reports
X Student projects
X Group Projects

TEACHER'S EVALUATION OF THE ATTITUDINAL ELEMENTS OF THIS LESSON

How effective do you feel this lesson was in influencing attitudes toward the world of work? (circle one)

EFFECTIVE 1 [✓ 2] 3 4 5 INEFFECTIVE

WHY? 1. Students saw value of working with someone who would help not hinder performance (some of them too late)
2. Students evaluated each other & themselves and were quite critical and honest.
3. Many were very motivated & prepared excellent interviews knowing they would be televised - they received much personal satisfaction.
4. About 1 out of 20 did not even prepare a presentation.
How to get everyone involved is the problem.

I feel that this lesson did influence the following attitudes:

A. most B. X C. ___ D. ___ E. X F. X G. X H. ___ I. X J. ___